



California Republic Leadership Academy Capistrano

Establishment Charter School Petition

For the term July 1, 2023, through June 30, 2028

Submitted to:

Capistrano Unified School District

Charter Submitted August 1, 2022

# TABLE OF CONTENTS

<b>CHARTER SCHOOL INTENT .....</b>	<b>3</b>
<b>AFFIRMATIONS AND DECLARATION .....</b>	<b>4</b>
<b>INTRODUCTION .....</b>	<b>7</b>
<b>ELEMENT A: EDUCATIONAL PROGRAM .....</b>	<b>12</b>
<b>ELEMENT B: MEASURABLE STUDENT OUTCOMES.....</b>	<b>38</b>
<b>ELEMENT C: METHODS OF MEASUREMENT AND OTHER USES OF DATA.....</b>	<b>52</b>
<b>ELEMENT D: GOVERNANCE STRUCTURE.....</b>	<b>56</b>
<b>ELEMENT E: EMPLOYEE QUALIFICATIONS .....</b>	<b>64</b>
<b>ELEMENT F: HEALTH AND SAFETY PROCEDURES.....</b>	<b>69</b>
<b>ELEMENT G: STUDENT POPULATION BALANCE.....</b>	<b>74</b>
<b>ELEMENT H: ADMISSION POLICIES AND PROCEDURES.....</b>	<b>76</b>
<b>ELEMENT I: INDEPENDENT FINANCIAL AUDITS.....</b>	<b>79</b>
<b>ELEMENT J: SCHOLAR SUSPENSION AND EXPULSION POLICIES AND PROCEDURES.....</b>	<b>80</b>
<b>ELEMENT K: EMPLOYEE RETIREMENT SYSTEMS .....</b>	<b>98</b>
<b>ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES .....</b>	<b>99</b>
<b>ELEMENT M: EMPLOYEE RETURN RIGHTS .....</b>	<b>100</b>
<b>ELEMENT N: DISPUTE RESOLUTION .....</b>	<b>101</b>
<b>ELEMENT O: SCHOOL CLOSURE PROCEDURES .....</b>	<b>103</b>
<b>MISCELLANEOUS CHARTER REQUIREMENTS.....</b>	<b>105</b>
<b>POTENTIAL CIVIL LIABILITY EFFECTS ON THE DISTRICT .....</b>	<b>108</b>
<b>POTENTIAL BENEFITS TO THE DISTRICT .....</b>	<b>109</b>
<b>CONCLUSION .....</b>	<b>110</b>

APPENDIX A – ARTICLES OF INCORPORATION

APPENDIX B – BYLAWS

APPENDIX C – IRS NONPROFIT LETTER

APPENDIX D – CONFLICT OF INTEREST CODE

APPENDIX E – BUDGET AND CASH FLOW PROJECTIONS

APPENDIX F – LETTERS OF SUPPORT

APPENDIX G – SAMPLE BELL SCHEDULE AND CALENDAR

APPENDIX H – SAMPLE CURRICULUM AND READING LISTS DOCUMENTS

APPENDIX I – ORGANIZATIONAL CHART

APPENDIX J – SIGNATURE PAGES

## CHARTER SCHOOL INTENT

It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site. Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools. (Education Code Section 47601.)

California Republic Leadership Academy Capistrano shall accomplish all of these goals. It will:

1. Improve scholar learning through an innovative educational program designed to teach state standards through servant leadership education.
2. Increase learning opportunities for all scholars through both in-class and service-learning opportunities.
3. Encourage the use of different and innovative teaching methods because teachers will be expected to design their lessons with multiple intelligences in mind and classical texts as tools.
4. Create new professional opportunities for teachers by allowing them to have flexibility in designing lesson plans with textbooks as a support system rather than primarily relying on textbooks as many traditional public schools do.
5. Provide parents and scholars with expanded choice in the types of educational opportunities that are available to them within the public school system through the innovative curriculum.
6. Provide accountability to California Republic Leadership Academy Capistrano through adherence to state testing and accountability systems.
7. Provide vigorous competition to other Orange County schools, particularly in the areas of foreign language fluency and servant leadership education.

*The Charter Schools Act (the "Act") (Education Code Section 47600, et seq.) requires each charter school to have a "charter" that provides reasonably comprehensive descriptions of at least the fifteen (15) mandatory elements of a charter. The following provisions of this charter meet the requirements of Education Code Section 47605.*

## AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, we, Kevin Pratt and Gary Davis, hereby certify that the information submitted in this petition for establishment of a California public charter school named California Republic Leadership Academy Capistrano (the “Academy” or the “Charter School”), to be operated by CRLA Southern California, a nonprofit public benefit corporation, and to be located within the boundaries of the Capistrano Unified School District (“CapoUSD” or the “District”) is true to the best of our knowledge and belief; we also certify that this petition for the establishment of a charter school does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, the Academy will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- CRLA Southern California shall be deemed the exclusive public-school employer of the employees of the Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (c)(6)]
- Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- Shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- Shall admit all students who wish to attend the Academy, unless the Academy receives a greater number of applications than there are spaces for students in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Academy shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Academy in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- May encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- Shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student’s records or require a parent, guardian, or student to submit the student’s records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education (“CDE”) notice regarding the requirements in Education

Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and Title II of the Americans with Disabilities Act of 1990 (“ADA”).
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers in the Academy hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. [Ref. Education Code Section 47605(l)(1) and 47605.4(a)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D). Additionally, the Academy shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- If a student is expelled or leaves the Academy without graduating or completing the school year for any reason, the Academy shall notify the superintendent of the school district of the student’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- Shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* (“Brown Act”).
- Shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 (“Section 1090”).
- Shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* (“PRA”).
- Shall comply with the California Public Records Act, Government Code Section 6250, *et seq.* (“CPRA”).
- The Academy shall maintain accurate and contemporaneous written records that document all student attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Academy shall on a regular basis consult with its parents and teachers regarding the Academy’s education programs. [Ref. Education Code Section 47605(d)(2)]
- The Academy shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

- The Academy shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Academy shall comply with all applicable portions of the Elementary and Secondary Education Act, as reauthorized and amended by the Every Student Succeeds Act.
- The Academy shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).

---

**Kevin Pratt**  
**Lead Petitioner**



---

**Gary Davis**  
**Lead Petitioner**

---

**8/1/2022**  
**Date**

---

**8/1/2022**  
**Date**

## INTRODUCTION

California Republic Leadership Academy Capistrano is petitioning the Capistrano Unified School District Board of Trustees for approval of the establishment of the charter petition, pursuant to Education Code Section 47605, for a five-year term, from July 1, 2023, through and including June 30, 2028.

California Republic Leadership Academy Capistrano will be Southern California's only tuition-free, leadership education (further described below) charter school. California Republic Leadership Academy Capistrano is preparing future leaders and statesmen through principle-based education centered in classics and great mentors. Students, whom we will call scholars, enjoy a liberal arts curriculum encompassing history, English, math, visual and performing arts, laboratory science, foreign language and college preparatory electives.

California Republic Leadership Academy Capistrano seeks to establish the Academy described in this charter petition for the benefit of our families and community. The Academy will be authorized as a TK-8 program that operates a classroom-based instructional program. It is anticipated that when the Academy begins operation in 2023-24 it will serve scholars in grades TK-5, provided there is sufficient enrollment to support serving scholars in each grade level.

The Academy will be operated by CRLA Southern California, a California nonprofit public benefit corporation.

California Republic Leadership Academy Capistrano's facility will be located within the boundaries of the Capistrano Unified School District. Local authorization can foster a collaborative relationship between the chartering authority and charter school for the benefit of the school and its families. In furtherance of these interests, we are submitting this charter petition for California Republic Leadership Academy Capistrano to the District.

The California Republic Leadership Academy Capistrano brings a servant leadership education model to the scholars of South Orange County and neighboring communities.

Several unique innovations characterize the California Republic Leadership Academy Capistrano:

1. Implementation of FranklinCovey Leader in Me Curriculum that is based upon the 7 Habits of Highly Effective People Characters/Principles in Action.
2. Scholars will actively participate in service-learning projects as a means of applying their knowledge.
3. The program will introduce and seek to instill virtues of character in the lower grades through these pillars of character education: responsibility, respect, courage, courtesy, honesty and citizenship.
4. All students will be trained in study skills such as time management, organization, and note taking that are essential for building stamina for further academic pursuits.
5. Scholars will study financial literacy in addition to core subjects, with the goal of producing scholars who understand how to manage their family finances as well as the effects of government policies on macroeconomic trends.
6. The Charter School will meet the Common Core State Standards through the teaching of classical texts and documents, including those written by the Founding Fathers.
7. Scholars will learn how to be leaders of distinction in their chosen field.

8. Scholars will be prepared to recognize and seize the opportunity to serve their community and our nation with their skills and talents.
9. Scholars become lifelong learners who are prepared to succeed in any field or endeavor they choose.

The information contained in this charter, appendices, supplemental information, background and experience of Academy leadership, and other resources demonstrate that:

- The Charter School presents a sound educational program for the pupils to be enrolled in the Charter School.
- The petitioners are demonstrably likely to successfully implement the program set forth in the petition.
- The petition contains the number of signatures required by Education Code Section 47605(a).
- The petition contains an affirmation of each of the conditions described in Education Code Section 47605(e).
- The petition contains reasonably comprehensive descriptions of the fifteen (15) mandatory items listed in Education Code Section 47605(c)(5).
- The petition contains a declaration that CRLA Southern California shall be deemed the exclusive public employer of the employees of the Charter School.
- The Charter School is demonstrably likely to serve the interests of the entire community in which the Charter School is proposing to locate.
- The District is positioned to absorb the fiscal impact of the Charter School.

## LEADERSHIP TEAM

The founding team of the California Republic Leadership Academy Capistrano include its Board members, founding parents, teachers, community members, consultants and administrators who have the necessary background in the following areas to ensure the continued success and sustainability of the Academy:

- Curriculum, instruction and assessment
- Finance, facilities and business management
- Outreach, communications, and marketing
- Organization, governance and administration

The Board of Directors of CRLA Southern California will include:

### KEVIN PRATT

Kevin is the father of six Capistrano Unified School District students and San Clemente resident. From 2018-2020, his kids were in a classical charter school in Texas, not unlike the proposed California Republic Leadership Academy. Kevin is the President of San Juan Capistrano-based Pacifico Power, a developer of commercial and industrial energy projects. He has filled many different leadership and strategy roles throughout his career, including as an Infantry officer in the US Army, a Special Agent in the FBI (Los Angeles), as a consultant with the Boston Consulting Group (BCG), and with Copart, an international auto auction company. As a consultant with BCG, Kevin was engaged by Fortune 500 companies, government agencies, and other clients for both strategic and operational projects to advise



on strategy and efficiency. Kevin received a BA in International Relations from Brigham Young University and an MBA from the University of Southern California.

#### PETER CORDERO

Pete Cordero is the VP of Client Success with BloomBoard Inc, a leading software platform enabling educator professional advancement via micro-credentials. In this role, he leads a team which supports BloomBoard partner organizations in successfully implementing their micro-credential programs and supporting their educators.

Pete has twenty-five years of both public and private sector experience. Before coming to BloomBoard, he was the Chief Operating Officer of Amethod Public Schools (AMPS), a high performing charter school network serving over 2000 Bay Area students, where he led the operations, finance and talent teams. Prior to AMPS, he was the Director of the Broad Residency in Urban Education, a two-year nationwide leadership development program. He started his education career as Director of School Support Services at PUC Charter Network in Los Angeles, CA.

Before transitioning into the education sector in 2007, Pete worked in sales and sales leadership roles with both mid-sized and Fortune 500 companies. He holds a bachelor's degree in psychology from The University of Southern California and an M.B.A. from Pepperdine University, The George L. Graziadio School of Business and Management.

#### JACKSON REESE

Jackson Reese is the Vice President of California Policy Center, a non-profit focused on sustainable governance and creating comprehensive solutions to public policy issues. Jackson has a background in politics and marketing. Before his work at CPC, Jackson consulted on over 2 dozen non-partisan political campaigns. Jackson went on to join A2p, a national political consulting and digital marketing firm – where he spent time working for commercial and political clients. At the same time, Jackson teamed up with charter schools throughout the state to run recruitment focused digital marketing campaigns, bringing in millions of dollars of recurring revenue to charter schools throughout California. Jackson graduated summa cum laude from Biola University; loves scotch, cigars, everything C.S. Lewis and volunteering at his local church.

#### JOHN TAYLOR

As the third child in a family of six, John emigrated from Canada to the United States when he four for the educational opportunities that were not available to the general public in Canada in the 1950's. John was the first in his family to graduate from college, earning a Bachelor's of Science degree from UC Irvine. During that time he joined the Peace Corps and taught vocational agriculture in Liberia, West Africa.

John's career eventually settled in commercial construction and property management, where he owned his own business building office buildings from the ground up and then also providing day to day property management.

John has been intricately involved in civic activities, serving as President of San Juan Capistrano Little League, AYSO Coach and Referee, President of the Rotary Club of San Juan Capistrano, and also serving

as a San Juan Capistrano City Council Member from 2010 – 2014, and 2018 to present. He was Mayor in 2013 and 2021.

## Non-Profit Leadership:

The three core leadership positions supporting operations of California Republic Leadership Academy Capistrano are:

- Executive Director
- Principal
- Campus Business Manager

The California Republic Leadership Academy Capistrano founding team is guided by leadership made up of administrators within the Charter School. The leadership team will be comprised of an Executive Director (“ED”), Principal, and Campus Business Manager, under the direction of an active and dedicated Board of Directors. The Principal is the instructional and cultural leader of the Academy. Our Principal makes decisions and implements policies for the benefit of the Academy as a whole. Each also acts individually as an advocate and leader for his/her area of expertise and responsibility. The CRLA Southern California Board of Directors reserves the right to alter, amend, add or subtract from staff positions, descriptions or duties based on scholar and organizational need.

### EXECUTIVE DIRECTOR: GARY DAVIS

The Academy will be led by Gary Davis as its Executive Director. Gary has been part of the California charter school movement for the better part of twenty years. In those twenty years, he has filled numerous roles relating to education policy, advocacy, and operations. Gary has served in the elected positions of school board member, city council member and mayor. Additionally, he has started and consulted with numerous community-based nonprofit organizations and also led the launch of two small businesses. Most recently, he led the startup of the Orange County Classical Academy (“OCCA”). This included petition drafting, securing facilities, hiring over 30 staff members, outfitting the school, policy development, student recruitment, school systems and operations, and much more. OCCA successfully launched in the midst of the pandemic and currently has a waiting list of over 700 students.

### PRINCIPAL: GINA WICKWIRE

Gina Wickwire will serve as CRLA's Founding Principal. She holds her Bachelor of Science in Child Development and her Masters of Arts in Education. Presently, Gina is working on completing her Doctorate of Philosophy in Psychology from Grand Canyon University. Gina has been an educator in California for over 25 years, with most of her years of experience in charter school education. Her experience includes curriculum design and development, starting-up new charter schools and academy sites, K-12 administrative supervision and leadership, policy development and implementation, and teacher/staff training and development. Gina is passionate about working with all learners and believes that every scholar deserves a safe and supportive environment where they can take risks and achieve their greatest potential. Through collaboration and mentoring with the community, Gina works to create optimal learning opportunities for each student to become active leaders who will grow to become confident and educated citizens.

### CAMPUS BUSINESS MANAGER:

This position will be filled by a highly competent and skilled person.

## Consultants

The Academy has currently retained the following consultants to assist with the charter petition process and ongoing operations:

### Young, Minney, & Corr, LLP

This firm is California's most experienced, knowledgeable and respected firm working in the unique area of charter school law.

As a leader in charter school representation since the passage of California's Charter Schools Act of 1992, YM&C offers expertise in every facet of charter school creation, expansion and operation – including charter school petitions, renewals and revocations, employment and labor law, non-profit incorporations, board governance, facilities, student issues, policy development and much more.

### ICON School Management

The Academy has retained ICON School Management. ICON is a premier service provider to charter schools in California and will provide a number of services, including budget development, financial and operations training to our team, accounting support, grants administration, and the following back office services: budgeting, financial statements and analysis, cash flows, forecasts, accounting, payroll, accounts payable, board meeting and audit support, state and federal funding and compliance reporting, operational best practices and benchmark development, and other student services.

### Potential Innovative Partnerships

The Academy has an ongoing process of developing relationships with a variety of government and nonprofit agencies in hopes of forming partnerships that would enrich the educational program detailed in this petition. The list of current and potential partners includes, but is not necessarily limited to:

1. The National Archives
2. The Library of Congress
3. National Park Service (which maintains and preserves some of the homes of the Founding Fathers and other significant American historical landmarks)
4. Smithsonian Museum
5. Nonprofit associations founded to preserve sites and buildings that played a prominent role in the American Revolution and other significant historical periods in American history.
6. Freedoms Foundation at Valley Forge
7. Young Americas Foundation
8. Bill of Rights Institute
9. American Legion
10. Veterans of Foreign Wars
11. U.S. Department of Defense and affiliated branches of the military
12. U.S. House of Representatives
13. California State Senate
14. California State Assembly

# ELEMENT A: EDUCATIONAL PROGRAM

*Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.*

*The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.*

*Education Code Section 47605(c)(5)(A)(i)-(ii).*

## SCHOLARS TO BE SERVED

The Academy will be authorized as a TK-8 program that operates a classroom-based instructional program. California Republic Leadership Academy Capistrano shall serve scholars in and around Orange County in grades TK-8.

The Academy has developed a realistic enrollment projection for the first seven (7) years of operation. It is anticipated that the Charter School will serve approximately 374 scholars in the first year growing to 555 scholars for all grades TK-8 by the sixth year of operation. These numbers are based on a reasonable projection of anticipated enrollment based upon parent interest as demonstrated by the attached petition.

Based on the projected enrollment of California Republic Leadership Academy Capistrano we estimate employing thirteen (13) teachers during the first year of operation.

Following is a chart demonstrating the projected enrollment:

### Projected Enrollment:

	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
TK	24	24	24	24	24	24	24
Kindergarten	50	50	50	50	50	50	60
1 <sup>st</sup> Grade	60	60	60	60	60	60	60
2 <sup>nd</sup> Grade	60	60	60	60	60	60	60
3 <sup>rd</sup> Grade	60	60	60	60	60	60	60
4 <sup>th</sup> Grade	60	60	60	60	60	60	60
5 <sup>th</sup> Grade	60	60	60	60	60	60	60
6 <sup>th</sup> Grade		60	60	60	60	60	60
7 <sup>th</sup> Grade			60	60	60	60	60
8 <sup>th</sup> Grade				60	60	60	60

Total	374	434	494	554	554	554	554
-------	-----	-----	-----	-----	-----	-----	-----

The California Republic Leadership Academy Capistrano makes the above projections, based upon community and parent demand, but reserves the right to make adjustments to the grade levels being served each year as scholar demand and facilities allow.

**Community Interest:**

The Academy’s combination of academic program, core values, education philosophy, mission, and vision is unique to South Orange County. Because of this unique educational focus, community interest is already extremely high. This is evidenced by the attached petitions signed by families representing 215 students who are meaningfully ready to enroll in year 1. In addition to the signatures, another 100 students have expressed interest in enrolling in the Academy through our website form. In total, we have already generated at least 315 students who are meaningfully interested in attending the Academy. This interest has been generated almost exclusively by word of mouth, including minimum social media presence.

There is a massive shift in public school enrollment trends across the State of California and the country. Many families are choosing to home school their children. Our unique academic program is attracting those specific families and bringing them back into the public school system by their high expression of interest in the California Republic Leadership Academy Capistrano and schools like ours across the country.

**Target Scholar Population:**

The Academy’s target scholar population includes scholars of all achievement levels in Orange County and the surrounding communities. The Academy is seeking to attract a diverse cross section of the community that share our belief that:

- 1. A leadership education designed to develop servant leaders is a valuable alternative to the traditional methods of teaching state standards.
- 2. Extensive use of mentors can assist scholars, particularly struggling scholars, to succeed.
- 3. Our Academy must be genuinely committed to excellent instruction and that Scholars must be genuinely dedicated to their own education.

Many scholars seeking to come to the Academy have never been in a structured public school setting before, as they previously attended home school or non-classroom-based programs. Many others are currently attending private schools. We also anticipate some scholars seeking to attend the Academy as a school of choice because they are not succeeding in traditional district programs.

Since our target scholar population reflects a cross section of the community, it is anticipated that the racial, ethnic, socioeconomic, English Learner and special education populations will reflect balance with that of Capistrano Unified School District’s scholar population.

**Capistrano Unified School District Student Enrollment by Ethnicity**

Ethnicity	Percentage
White	52.4%
Hispanic or Latino	27.4%

Asian	6.6%
Filipino	1.9%
Black or African American	1.4%
American Indian or Pacific Islander	0.3%
Two or More Races	7.6%
None Reported	2.4%
English Learner	9.6%
Students with Disabilities	12.2%

\*Demographic data for CapouSD from 2020-21 academic year as shown on Ed- Data.org.

## VISION & MISSION STATEMENT

### *VISION*

California Republic Leadership Academy Capistrano inspires and empowers the next generation of California’s leaders to excel academically, to be proud Americans, proud Californians, and to impact the world with excellence derived from an education like that which produced the inspired servant leaders who founded our great nation.

### *MISSION*

The Mission of the California Republic Leadership Academy Capistrano is to develop the next generation of leaders in mind, character, and practice through a virtue-based education that leads a scholar to servant leadership through the pursuit of truth and the development of virtue and wisdom.

## Core Values

1. Appreciation of our National Heritage
2. Public and Private Virtue
3. Scholar Empowered Learning
4. Fostering Creativity and Entrepreneurial Spirit
5. High Standards of Academic Excellence
6. Modeling What We Teach
7. Building a Culture of Greatness
8. Self-governance, Personal Responsibility and Accountability

## EDUCATIONAL PHILOSOPHY

“All men who have turned out worth anything have had the chief hand in their own education.” – Sir Walter Scott

The education of tomorrow’s leaders determines the level of freedom and prosperity of the next generation. Leaders select the goals of a nation and the means of achieving those goals.

Leadership education develops thinkers, leaders, inventors, citizens, entrepreneurs and statesman. It educates individuals “how to think” and teaches them why it is important. Robert Hutchins said this type of education is “the education of free men in the knowledge and skills that are needed to remain free.”

Educated leaders are prepared to motivate and inspire individuals, communities and nations to a greater good in an environment of freedom and prosperity that naturally produces the best society has to offer. This awakening is achieved through enduring principles of success. It is not to educate effectively, but greatly through the internalization of principles exemplified in the lives of great individuals that accomplished great things.

Leadership education presupposes that each individual is born with a unique and individual mission to fulfill. Leadership education consists of discovering, preparing for and fulfilling this mission. It is not the role of leadership education to fill scholars with a predetermined set of facts, beliefs, or processes, but to inspire them to discover their own potential and unique abilities that only he or she has to contribute to society.

Our Founding Fathers and the great leaders of history received a leadership education. In the twenty-first century it falls to us to choose what kind of leaders we will produce. The liberty, prosperity and stability of our nation and even future civilizations are dependent upon the leaders of tomorrow getting a leadership education today. These principles and the wisdom of history are still available to all who are willing to pay the price to educate, work and implement the timeless principles of a leadership education to make a difference in the world.

## Servant Leadership

In his book “The Servant as Leader,” Robert K. Greenleaf explains that a Servant Leader is a servant first, driven by an inner compass of virtues or core values, with a natural desire to serve and empower others. This is not about being subservient but about sincerely wanting to help others by identifying their special excellence and virtues.

Servant leadership is a philosophy and set of practices, utilized by businesses and individuals alike, with the goals of enriching individuals, building better organizations and creating a more just and caring world. Traditional leadership generally involves the accumulation and exercise of power by one at the “top of the pyramid.” The Servant Leader is different in that he/she shares power, puts the needs of others first and helps people develop and perform as highly as possible.

A Servant Leader has the gift of persuasion through moral authority: the principled use of natural virtues unique to them for the benefit of others. Positional authority: titles, credentials, degrees give only the opportunity to lead but it is the actions on behalf of others that can command, inspire and motivate change and moral behavior in others.

A Servant Leader has vision. They have knowledge of the past, recognize what is needed to improve their life, family, community and world and act to bring about a better future for others. A Servant Leader applies true principles such as: public and private virtue, natural law, liberty, life, personal responsibility, etc. A Servant Leader has the ability to build coalitions and inspire others to follow as first among equals. They see where things are in their condition, where they should be, and then insert themselves to voluntarily move self and others to the ideal. They model what they teach. Every servant becomes a leader because of their example and influence.

A Servant Leader understands that life is not just a quest for pleasure or power but of meaning. Meaning and happiness is found when one is dedicated to a cause greater than oneself. Once this is recognized the servant intentionally chooses to lead.

### Educational Program Goals

1. To develop thinkers, entrepreneurs and statesmen with the character, competence and capacity to do the right thing and do it excellently in every field of endeavor.
2. To nourish freedom and instruct others in the principles of liberty and how to maintain it by teaching scholars “how” to think. Those who only know what to think or when to think cannot maintain freedom or lead others on the path of progress without further leadership skills.
3. To produce individuals that internalize the skills, methods and structure of a California Republic Leadership Academy Capistrano leadership education who go forth to heal society, preserve freedom and ensure peace and prosperity for humanity through noble service using their unique talents in causes greater than self.
4. To produce self-motivated, competent and lifelong learners.

### How Learning Best Occurs

The petitioners believe that learning best occurs through a leadership education under the guidance of both appropriately California credentialed teachers and mentors that is:

- Language intensive. It demands that scholars use and understand words, not video images.
- History intensive. It gives a comprehensive view of human endeavor from the beginning of time until now.
- Demanding of self-discipline. A teacher’s job is to teach and inspire. A scholar’s job is to educate and apply.
- Truly Liberal Arts. Leadership education produces literate, curious, intelligent scholars with a wide range of interests and abilities.

Although the Academy may have Common Core State Standards-aligned (“CCSS”) textbooks, the Academy intends to use classical and historical texts as its primary means of teaching the curriculum that will meet or exceed the CCSS. These classics and historical documents will be used not only in History, but also in English class and other classes as appropriate. This will enable the Academy to instill a great appreciation for our nation’s heritage while still meeting all state standards.

Great people of the past have always studied the classics. Classics are defined as having four characteristics. First, a great theme; Second, they are written in noble language; Third, classics speak to us across the ages of time; and Fourth, they summarize the virtues and vices of a civilization at its apex. Classics give glaring insight into human nature. They bring one face to face with questions and actions of humanity. A classic is a work that is worth studying over and over wherein the scholar learns more each time it is read. “Treasure Island” by Robert Louis Stevenson, or “Man’s Search for Meaning” by Viktor Frankl would be examples of such classics. The best way to mine the nuggets of knowledge from a classic is to have a mentor.



## Mentors

A mentor is an individual of high moral character, more advanced than the scholar who can guide the scholar's learning. Anyone can be a mentor. A mentor is a person who has gone before in his/her studies, is well versed in the classic, and can lead scholars in a discussion which will help them discover for themselves the rich wisdom contained in the classic. Most often in the school setting mentors are teachers, administrators, parents, and other scholars. Great mentoring includes six fundamentals:

1. Uses Classics. As scholars become familiar with and eventually can articulate the great ideas of humanity they will know *how* to think, lead and become great.
2. Personalizes. A mentor helps each scholar identify where he or she is and what they want to become and then helps the scholar develop a plan for achieving it.
3. Simplifies. "Read, write, do projects, discuss." There is a natural human tendency to complicate processes. A mentor helps the scholar to keep the educational process simple. Growth and expertise in subjects comes from exercising the simple process of "read, write, do projects, discuss."
4. Applies lessons to life. Uses opportunities for service in business, political life, travel, field trips.
5. Only accepts quality work. Demands intellectual and creative excellence or the work is done again.
6. Sets the example for scholars. The best mentors are continually learning and improving, reading classics and studying. A mentor cannot pass on a better education than they have earned.

The greatest leaders throughout history have used a simple curriculum. They read the classics, discussed them with mentors who only accepted quality work and applied the lessons learned to real life.

## Simulations

Long before leaders are leading, they have practiced in order to prepare. A key part of a leadership education is modeling real-life situations. Scholars will have the opportunity of simulating, for example, moot courts, mock parliament, parliamentary procedure, historical events, business predicaments, current events, and governmental concerns where scholars can be guided in a safe environment to prepare for real-life scenarios.

## Application

After practicing through simulations, scholars will have real-life opportunities to apply the principles learned and practiced in internships, community service, vocational programs, employment, travel, and becoming mentors for others.

## Lecture

Though often overused in education, lecture has value if done well with question and answer at the close and scholars learning note-taking skills. Guest "experts" will be asked to lecture.

## Colloquium

Consists of a group of scholars and a facilitator who have all read a particular book and come together to discuss, address one another and answer questions about that book. Sample questions might include:

- What was the author's meaning?
- Did the author make allusions? If so, explain.
- What was the structure of the story and why?
- Was there imagery and what did it accomplish?

- Why did the characters act the way they did?
- Can you compare this book with other books that you have read?
- What is the main message of the book?
- List key ideas and analyze these ideas.
- What are key lessons learned?

### Written Examination

Just as sustained and serious reading is at the center of self-education, so is sustained and intensive daily writing critical for scholars to be able to communicate effectively. Daily essay writing and essay exams test not only the knowledge a scholar has acquired but the ability to organize and communicate that knowledge and apply it.

### Oral Examination

Both regular oral presentations and oral exams are vital in preparing scholars for public speaking, thinking on their feet and verbal argument. Excellence in oral persuasion is a key element in being able to move the cause of liberty and inspire greatness in others.

### What it Means to be an Educated Person in the 21<sup>st</sup> Century

A leadership education is for those who are now and continue to seek higher learning and development. But even for those not planning on a formal four-year university, a leadership education is valuable. An educated mind is necessary for any job, from entry level position to professor. When a scholar leaves California Republic Leadership Academy Capistrano knowing how to critically read, effectively write and communicate, do math, connect with history and *how* to think, that scholar can easily be trained in any specific job skills they may need in the field of their choosing. They will have learned *how* to learn.

The most foundational attribute upon which all others are built is the understanding, development and application of virtue. The Founding Fathers understood that two types of virtue are necessary for great leaders and statesmen. The Founding Fathers defined *private virtue* as honesty, integrity and character, in both public trusts and in one's personal life. *Public virtue* was voluntarily sacrificing personal comfort or benefits for the good of the nation or community. All true greatness comes from doing the right thing when completely alone and serving without thought of recognition or remuneration.

The following is a list of some, but not all of the skills that are built upon the foundation of virtue and which a leader and statesman must acquire:

- The ability to define problems without help.
- The ability to ask hard questions that challenge prevailing assumptions.
- The ability to quickly assimilate needed data from masses of irrelevant information.
- The ability to work in teams or alone.
- The ability to persuade others that your course is the right one.
- The ability to conceptualize and reorganize information into new patterns.
- The ability to discuss ideas with application in mind.
- The ability to think inductively and deductively.
- The ability to think, speak, and write clearly.
- The ability to reason critically and systematically.
- The ability to think independently.

- The ability to see connections among disciplines, ideas and cultures.
- The ability to pursue life-long learning.
- The ability to understand human nature and lead accordingly.
- The ability to identify needed personal traits and turn them into habits.
- The ability to keep one’s life in proper balance.
- The ability to discern truth and error regardless of the source, or the delivery.
- The ability and discipline to do right and constantly improve.

By helping scholars master these and other life and leadership skills, they become leaders, entrepreneurs, and statesmen.

### Educational Program Outcome

A leadership education and specifically a California Republic Leadership Academy Capistrano education is not about teaching or learning but about becoming; becoming means the quality of life of the individual scholar improves. In becoming, the scholar grows from a position of being nurtured to one of self-governance, personal responsibility and accountability. There is clarity in understanding and polished ability to affect change in the world and impact people within their circle of influence. The leadership education trained scholar naturally transitions from preparing to serving, and is inspired to lift others.

The leadership education scholar not only learns wisdom but becomes wise from living the principles resulting from intensive study, immersion in the classics and the application of this education to improving the world. They will *be* great and will be prepared when called upon to perform the mission unique to them.

From ancient times through recent centuries only a small number of the population received this kind of education; therefore, only that small fraction gained the benefits offered by leadership education.

In a democratic republic such as the United States, all citizens have a part in government. Each citizen should be able to look past instant gratification, rhetoric, fancy speeches, and simplistic solutions in order to understand the right course of action based upon true principles. Every one of the citizens of this great nation has the responsibility once reserved for only the well-educated. And so, every citizen, college-bound or not, should receive the type of education that will develop greatness in mind and character; to become an individual of integrity and sound judgment.

If we do not begin to educate ourselves and inspire our scholars, we will continue to relinquish the privilege of self-government by putting ourselves at the mercy of a few “experts” until the disappearing democratic ideals upon which our nation was founded are completely lost and our American civilization is relegated with those that have fallen.

A leadership education as offered by California Republic Leadership Academy Capistrano is the best prevention and one of the greatest hopes that a “nation conceived in liberty...shall not perish from the Earth.” – President Abraham Lincoln

## CURRICULUM AND INSTRUCTIONAL DESIGN

### Educational Program Structure

California Republic Leadership Academy Capistrano provides a rigorous, systematic study of great minds down through the ages to achieve mastery of a subject and make connections between past events and

the flood of current information. The curriculum of California Republic Leadership Academy Capistrano inspires scholars through self-discipline to educate themselves in the principles of freedom. The instructional focus is on leadership education. Students will be guided toward success by focusing on leadership through character development and the development of personal strengths.

The Education Program, as described herein, is subject to modification as required by law, by requirements of accrediting organizations and as further refined by the Board and academic team. In partnership with parents and mentors, scholars discover and prepare for their unique mission and purpose in life within the following structure:

### FranklinCovey Leader in Me

The FranklinCovey Leader in Me curriculum will be used to teach and develop leadership throughout each grade level of California Republic Leadership Academy Capistrano. Integrating the Leader in Me curriculum into a school's core curriculum and everyday language. Implementation will be taught to the teachers and staff at the initial staff training prior to the opening of the school. The Leader in Me staff development includes several tools to assist educators, students, and parents in implementation during the first year as well as reinforcing the process in following years. Included in this staff development are cross-curricular lesson plans, videos, assessments, and a forum for educators, as well as fun activities for students.

### The Classics vs. Textbooks

One of the most obvious features of a school is its curriculum, and within its curriculum, the list of books read. California Republic Leadership Academy Capistrano will utilize an array of classic books which are in support of, and in alignment with, CCSS in all subject areas. In addition to the foundational use of classics, CCSS standards-aligned texts may be used in supplement depending on scholar and program need.

The core use of classics is preferred to textbooks in that the latter, almost without exception, are "secondary sources"-- two steps removed from reality. They are, as it were, thoughts about thoughts. Classics, by contrast, are much closer to common experience in its fullness; they raise questions and pursue inquiries which arise directly from a wonder about things themselves. On this account, they are of the greatest importance to scholars, for they begin where thought itself must begin - in the original context.

Another reason for the study of the classics is that scholars are thereby allowed and encouraged to become directly familiar with the greatest works. They are not limited to what passes through the minds of their instructors and the authors of textbooks, which can hardly be more than diminished, and distant views of what exists more fully and more powerfully in the classics themselves. Instead, scholars are encouraged to encounter the classical works firsthand, deriving their own opinions about the original texts.

### Classics

From Washington and Adams to Gandhi and Locke, great individuals studied other great individuals. A classic is a work that can be experienced many times over and give something new each time. A classic or great book has four essential qualities: great theme, noble language, universality, demonstrates the virtues and values of successful people and civilizations. Although scholars at California Republic Leadership Academy Capistrano will have access to textbooks that are aligned to CCSS, it is our goal to

have teachers utilize the textbooks as a supplement to classics to teach the Common Core State Standards in a more inspiring way.

Classics open our eyes to the true nature of our world and take us across the divide that separates mind from mind. They reveal to us our essential humanity, both its beauty and its horror, and hold the mirror up to our unknown selves. A true classic speaks to the heart and soul, with a message of truth that echoes in our lives long after we've turned the final page.

Classics teach us about human nature. They allow us to experience, in an intimate way, the greatest mistakes and successes of human history. Learning how others think, feel, and act allows us to predict behavior and helps us to develop empathy, compassion and wisdom in our relationships with others.

Classics bring us face-to-face with greatness. As we study the characters, real or fictional, in the classics, we are inspired by their greatness, which is the first step to becoming great ourselves.

In classics we can experience other people's characters more powerfully than in real life because the author lets us see their thoughts, feelings and reasons for and consequences of their choices. Classics force us to quietly study, ponder, analyze, think, ask, discover, cry, laugh, struggle, and above all feel, change, and become. Then, because we are better, we are motivated to go out and serve.

Great literature is miraculous because it makes available to us things that we cannot get in any other way. A classic gives us the personal wisdom to be better as an individual and a citizen of a free nation. See Appendix A for examples of classic and recommended reading lists.

### Foreign and Classical Languages

Exposure to Latin provides great depth in the ability to speak well and write convincingly. Latin forms a foundation for much of English vocabulary, spelling, and grammar. If one knows Latin, it is much easier to learn English vocabulary. This is especially important as we read older documents, as the way we use words has evolved over time, and knowing the Latin root helps one understand the fuller (historical) meaning of the word. As Latin is foundational for learning English, it is true to a much greater extent with Spanish. Almost all Spanish words are based on Latin cognates. Learning Latin is an excellent preparation for learning Spanish.

It is well known that learning a third language is easier than learning the second, and learning the fourth language is easier than the third. This is true even when the languages are unrelated since all languages require the same basic elements-- they differ in the way these elements are expressed. Learning Latin will not only improve a person's use of English, it will make the learning of a third language (e.g., Spanish) easier.

Latin roots and words form the base of many scientific and medical terms. Most of the difficult medical and scientific terms are just simple words expressed in Latin instead of English. Knowing Latin also makes learning science easier. Many of our judicial and political phrases and terms are in Latin. Our first core value is to appreciate our national heritage. Learning Latin facilitates this appreciation by increasing our understanding of that heritage. The de-emphasis of Latin in our schools over the last 90 years has contributed, in a small way, to the diminution of our national appreciation. California Republic Leadership Academy Capistrano seeks to provide Latin because it is central to our mission as an institution.

We will endeavor to offer Latin enrichment in elementary grades.

## The Socratic Method

A distinguishing feature of California Republic Leadership Academy Capistrano will be its discussion method of teaching. Over two thousand years ago Socrates saw what was crucial to human learning. Socrates searched the souls of his scholars with questions. If any responded saying, "I have heard such and such...", he would invariably reply: "But what do you think?" He was not asking for their opinion; he was asking just what they really thought and knew about things. It is not easy to say accurately just what we really think. Often upon hearing a response, Socrates would ask, "But don't you also think such and such about it? How do these two ideas fit together?" And so, the discussion would go until the scholar began to harmonize his own thoughts.

There is a vital aspect of teaching that can never be implemented so well by lectures as by dialogue. Each one of us brings certain fundamental ideas to education which must be made explicit before learning can advance. Discussion is the optimum means to bring them forth. The scholar must accomplish the thinking; the teacher, as a good facilitator, only assists the labor.

Discussion, because it is an activity, engages the scholar's mind more so than straightforward lectures. Instead of passively hearing the instructor's thoughts, the scholar, engaged in dialogue, is required to work his/her own mind, to form and express his/her own thoughts; the challenge of discussion pushes him/her to ever higher efforts. The scholar reads more carefully knowing he/she will soon be explaining and debating his/her own understanding of the text. If the scholar does this on a daily basis, this heightened intensity leads to intellectual habits that last a lifetime. Lectures are less likely to produce these intellectual benefits. At best, one might remember certain ideas from a lecture, but they are probably not retained. But the ideas a scholar has worked out himself/herself are likely to stay, and not only to stay but to become part of his/her mental makeup. Thinking is often characterized as an internal dialogue because we make use of words even in our private reflections. Dialogue with another often helps us to clarify further to ourselves just what we really do mean especially when the other has asked the right questions. A good teacher is able, through the right questions, to make us aware of our most basic ideas in the light of which we are able to make judgments about other things.

Book learning, great or otherwise, never starts in the book or in the school. Its origin is in the mind that comes to school. Nature sees to it that we all grasp certain fundamental concepts and distinctions about reality--ideas we are hardly aware we have--that allow us to judge all other ideas put forth about reality.

Genuine education leads the mind forth to see these elemental ideas openly before it applies them to further notions. Every science and every discipline is rooted in these basic ideas.

Through the combination of a curriculum rooted in the classics and teaching methods proven to evoke original and individual ideas, scholars at California Republic Leadership Academy Capistrano will assimilate, to take into the mind and thoroughly understand, the fundamental pieces to assemble their own exceptional education.

## ELEMENTARY PROGRAM

The first stage of leadership education is the grammar phase. Elementary scholars primarily focus on language acquisition. An example of the curriculum utilized by California Republic Leadership Academy Capistrano is a combination of Core Knowledge sequence for Social Studies and Science, Next Generation Science Standards ("NGSS"), Systematic Phonics Instruction, Well Ordered Language (Grammar/Reading

Comprehension), Writing and Rhetoric (Writing/Reading Comprehension), Singapore Math, Novel Studies, Core Knowledge Sequence Music/Art, Physical Education, Latin (3rd – 6), and Words Their Way (spelling) as the foundation for its educational program in grades TK-6. This curriculum and resources align with our belief that education in the classics is essential at all grade levels. This curriculum has been specifically adapted to meet the developmental needs of young learners, as it introduces scholars to the key concepts to be explored in great depth as they prepare for critical thought processes necessary to successfully navigate the rigor of the curriculum in the middle and high school years.

California Republic Leadership Academy Capistrano curricula is supplemented with instructional materials and state standards-aligned textbooks to ensure that every scholar enrolled learns the Common Core State Standards required at each respective grade level. The Academy will regularly assess the curriculum used and make any necessary changes based upon scholar and program need.

See Appendix A for sample scope/sequence demonstrating an effective integration of traditional course textbooks and classical texts in a typical semester for elementary.

## MIDDLE SCHOOL PROGRAM

Middle-school students are less interested in finding out facts than in asking, 'Why?' The second phase of the leadership education, the 'logic stage,' is a time when the child begins to pay attention to cause and effect, to the relationships among different fields of knowledge, to the way facts fit together into a logical framework. A student is ready for the logic stage when the capacity for abstract thought begins to mature. During these years, the student begins the study of algebra and applies mathematical reasoning to real-life situations. She studies the rules of logic, and begins to apply logic to all academic subjects. The logic of writing, for example, includes paragraph construction and support of a thesis; the logic of reading involves the criticism and analysis of texts, not simple absorption of information; the logic of history demands that the student find out why the War of 1812 was fought, rather than simply reading its story; the logic of science requires the child to learn and apply the scientific method.

An example of middle school curriculum utilized by California Republic Leadership Academy Capistrano is a combination of primary cored texts for Social Studies, NGSS, Well Ordered Language (Grammar/Reading Comprehension), Writing and Rhetoric (Writing/Reading Comprehension), Singapore Math, Novel Studies, Classical Academic Press Logic, and Jenney's Latin.

California Republic Leadership Academy Capistrano curricula is supplemented with instructional materials and state standards aligned textbooks to ensure that every scholar enrolled learns the Common Core State Standards required at each respective grade level. The Academy will regularly assess the curriculum used and make any necessary changes based upon scholar and program need.

See Appendix A for sample scope/sequence demonstrating an effective integration of traditional course textbooks and classical texts in a typical semester for middle school.

## Economic Education

One of the goals of the petitioners is to create citizens who share traditional American values of self-reliance and hard work. We also want to create engaged citizens that have a solid understanding of the beliefs of the founders about the proper role of government and impact of debt on nations and individual citizens. With this in mind, the petitioners intend to utilize newspaper articles, government reports and financial education texts to help scholars understand the long-term implications of current economic

policy trends. These major economic issues promise to have a great impact on the lives of today's scholars and future American generations. We want scholars to understand how economic policies and principles will impact their lives and how they as citizens can play a role in re-establishing more sound economic policies for our nation.

### The Rewards

Studying the classics is not a popular thing to do in school anymore. It will not necessarily speed up the "conveyor belt" process leading to a college degree. It will, however, develop in the scholar a greater degree of maturity, judgment, and understanding of human nature and the ability to think independently than perhaps any other educational activity. It will build characteristics of heroes in young people. It will prepare them for greater service in the future. It will teach them how to think.

Imagine scholars learning at the California Republic Leadership Academy Capistrano, each of whom have mastered many of the greatest classics ever written in addition to access to rigorous courses in science, mathematics, and other subjects. It will represent an unmatched educational experience. We want to recognize scholar accomplishments in their mastery of grammar, logic and rhetoric; and in application of the principles of freedom and servant leadership, not solely by GPA.

### Instructional Methods

Teachers use a variety of instructional methods to most effectively assist scholars at all levels in mastering the curriculum. These include teacher lecture, cooperative learning, and individual instruction. It includes effective instructional methods such as immediate feedback, graphic organizers, summarizing and note taking. Teachers' instruction is also supported by an electronic assessment resource system that provides teachers with current and specific information about scholar achievement, for individual scholars as well as for groups of scholars. Quality instructional methods such as these have the proven ability to be effective with a wide range of scholars, including those who are currently performing below grade level, are English learners ("EL") or are scholars with special needs.

Instructional methods are determined by the data driven needs of individual scholars. This is important for all scholars but is especially important for EL and special needs scholars. Teachers use a range of instructional methods to differentiate instruction. These methods include but are not limited to problem-based learning (placing scholars in the active role of solving problems), multiple entry points (proposes scholar exploration of a topic through a number of avenues such as narrative, foundational and experimental), choice boards (work assignments are on cards and teachers ask scholars to select from a range of cards), compacting (do pre-assessments and scholars who know the material are able to move on), and complex instruction (uses challenging materials, open ended tasks and small instructional groups.)

Teachers supplement classroom study with field trips. A wide range of after-school academic activities supervised by teachers and parent volunteers, will also provide enriching educational, recreational and social opportunities for scholars. These activities help with the personal growth of scholars, provide opportunities for scholars to build community with each other and to make important connections with/contribution to the larger community.

### Offered Instructional Minutes

Education Code section 47612.5 lists the minimum number of instructional minutes required by law.



Grades	Legal Minimum
Kindergarten	36,000
Grades 1-3	50,400
Grades 4-8	54,000

The Academy’s offer of annual instructional minutes will meet or exceed the number of minutes of instruction as required by Education Code Section 47612.5.

### Staff Professional Development

Professional development is foundational to our model of “becoming” and that we are never a completely finished leader, or educator. California Republic Leadership Academy Capistrano encourages improvement by making available continuing educational opportunities with a variety of organizations. The California Republic Leadership Academy Capistrano Principals, and other administrators as appropriate, shall attend workshops, conferences, presentations, or trainings of the California Charter Schools Association, the Charter Schools Development Center, a Special Education Local Plan Area (“SELPA”), and any other appropriate association or government entity in order to ensure that California Republic Leadership Academy Capistrano leadership has a solid working knowledge of all aspects of managing and operating a charter school.

Teachers shall participate in a wide range of professional development workshops, conferences, presentations, or trainings designed to advance their skills and practices in their roles as teachers and mentors at California Republic Leadership Academy Capistrano. These may include, but not be limited to:

1. Leadership education and pedagogy by organizations such as John Adams Academy, Bill of Rights Institute, Ashbrook Center, Thomas Aquinas College, University of Dallas, etc.
2. FranklinCovey Leader in Me workshops
3. American Heritage by organizations such as The Freedoms Foundation at Valley Forge
4. Special education
5. Scholar discipline
6. RTI and EL Support
7. Curriculum development and assessment
8. Training by Oliver DeMille or designee on the use of mentoring
9. Use of technology in instruction
10. Training in Great Books by a Great Books professional or designee
11. Training in Core Knowledge by a Core Knowledge professional or designee
12. Training in Systematic Phonics Instruction
13. Training in Singapore Math programs

The professional development opportunities, as enumerated herein, are subject to change as required by law, by requirements of accrediting organizations, by needs of staff, and as further refined by the Board and academic team.

### Parental Participation in the Educational Program

Some of the most effective mentoring and learning opportunities stem from parents and siblings discussing the great ideas they are reading about together.

Parents are encouraged to focus on their child’s education, read the classics in all fields, find mentors who inspire and demand quality, structure their child’s days to include study time and become a person who inspires great education in their scholar.

The Academy will provide opportunities throughout the school year for parents to gain insights, information and confidence in the classics and the curriculum in order to support their scholar’s education. A parent does not need to be an expert to inspire great education, but we strongly encourage parents to set the example for self-improvement. It is unlikely that scholars will desire or be inspired to pursue a better education than what is modeled for them. As parents participate in these activities, they will build capacity to access and be involved in the curriculum, modeling for their children and partnering with the Academy for the success of the scholar. While parental involvement is highly encouraged, parental involvement is not a requirement for acceptance to, or continued enrollment at, the Academy.

## **PLAN FOR ENGLISH LEARNERS**

The Academy will follow all applicable laws in serving its English Learner scholars, including long-term English Learners or English Learners at risk of becoming long-term English Learners, including full inclusion in the classroom, small group instruction, and individual instructional customization in the classroom, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Academy will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

### **Identification**

#### **Home Language Survey**

The Academy will administer the home language survey upon a student’s initial enrollment in a California public school (on enrollment forms).

#### **English Language Proficiency Assessment**

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2<sup>nd</sup> grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Academy will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

### **Reclassification Procedures**

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same

age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

## English Language Development Program and Strategies for English Learner Instruction and Intervention

The Academy will first determine to what extent the scholar is limited English proficient. The Academy will then make a determination as to what site program and servicing the scholar will receive (e.g. designated English Language Development (“ELD”), integrated ELD, Structured English Immersion, etc.). If applicable, the Academy will analyze what interventions have been used previously with the scholar and make a determination as to whether any of the interventions will continue to be utilized.

Dependent upon the scholar’s grade level and/or English Language proficiency levels, the Academy will ensure the scholar is receiving an intensive and targeted intervention program for English Language acquisition. Interventions may include, but are not limited to, the following:

- Utilization of directed, structured, and research-based instruction.
- Structured, targeted, and rigorous standards-based instruction integrating the Theory of Multiple Intelligences which centers on scholars’ learning strengths; and
- Scholar Success Team process to analyze current interventions being utilized within the classroom, put in place new interventions, and monitor all interventions to determine effectiveness.

If necessary, and with parental/guardian consent, California Republic Leadership Academy Capistrano will determine a scholar’s eligibility for Special Education services as needed.

California Republic Leadership Academy Capistrano will run a full-inclusion program for our EL scholars. EL scholars will not be placed in sheltered or bilingual instruction classes at California Republic Leadership Academy Capistrano. From the first day of school, EL scholars will be immersed in English, with the language support they need to learn the language. Additionally, this support will enable them to develop the grammatical framework and vocabulary needed to become proficient readers and writers.

All teachers of EL scholars will receive professional development in order to better understand the instructional steps and approaches necessary for English Language acquisition. All California Republic Leadership Academy Capistrano teachers serving our EL scholars will be CLAD certified or in the process of obtaining CLAD certification, or the equivalent as designated by the Commission on Teacher Credentialing. EL scholars will be monitored by homeroom teachers using the same formative and summative assessments, and observation techniques as used to monitor their English speaking peers. Our goal is to help EL scholars move rapidly through the four levels of English Language proficiency and ultimately become reclassified as Fluent English Proficient (R-FEP). Research shows that once a child achieves the intermediate stages of fluency, they begin to accelerate their progress on all of their academic work.

The Academy is committed to ensuring that all English learners attain high levels of proficiency in both English language and across grade level subject areas. English learners have access to rigorous, standards-aligned instruction in content areas and English Language Development. ELD is integrated across all content areas as part of a Structured English Immersion program, and designated ELD is taught by a certificated teacher during a protected time of the school day. Designated ELD may include direct

instruction in English language fundamentals as taught through core ELA content. Teachers use research-based instructional strategies and program materials that are aligned with CA State Standards.

Additionally, the Academy recognizes that some English Learners may require additional, supplemental support to meet language and content standards. To this end, secondary English Learners who require ELD intervention participate in ELD classes that focus on using core ELA content to teach ELD standards. In these supplemental ELD intervention classes, students receive direct instruction from certificated teachers in ELD content standards focused on building academic language through listening, speaking, reading, and writing tasks. The progress of English Learners in the ELD intervention classes is closely monitored and reviewed to determine readiness to exit the intervention class and/or continue with language supports. The placement of students in supplemental ELD classes is differentiated according to students' language proficiency (as measured through the ELPAC) and literacy proficiency (as measured through CAASPP and diagnostic assessments.)

Instructional strategies to support English Language Development are anchored in research-based best practices and California State Standards in English Language Arts (ELA) and English Language Development (ELD). Instructional strategies provide rigorous and engaging learning opportunities for students. A primary focus on instructional strategies is to facilitate academic discourse (both in spoken and written form) and promote meaningful social interaction. Examples of instructional strategies include:

- Specially Designed Academic Instruction in English (SDAIE)
- Structured Instruction Observation Protocol (SIOP)
- Direct instruction, modeling and practice with Academic Language Development (ALD), including vocabulary, syntax, and grammar
- Structured, intentional partnering and grouping of students
- Visual and related media, including anchor charts for core content
- Total Physical Response (TPR)
- Graphic organizers, such as Thinking Maps

### **Monitoring and Evaluation of Program Effectiveness**

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

### **PLAN FOR SCHOLARS WHO ARE ACADEMICALLY LOW ACHIEVING**

California Republic Leadership Academy Capistrano strongly believes that when both teachers and parents collaborate on addressing unique scholar needs and barriers preventing academic success, scholars *will* succeed. We are careful and cautious not to define scholars with labels or acronyms that put any scholar in a limited learning box, yet inspire them to greater discovery and achievement. Teachers will

meet regularly to compare their scholar data, discuss scholar performance and concerns, and discuss instructional strategies, interventions, and enrichment.

California Republic Leadership Academy Capistrano is designed to serve all scholars, including those who would be at risk of achieving below basic proficiency on state exams. Through a comprehensive Response to Intervention program we identify at-promise scholars based on standardized tests, ongoing assessment and diligently search for those who are not meeting grade level Standards on classroom assessments.

The Academy provides targeted intervention by teachers and support staff who have proven instructionally strong in this designated area with the specific intention of identifying, assessing, tracking, and remediating struggling scholars, to ensure the progress of any who are failing, and to assist them to thrive in the academic environment. In addition, for those scholars in grades one through eight (1-8) who are not meeting grade level standards on classroom assessments, remedial intervention before school, after school, and on Saturdays may be offered.

### Scholars At-Risk of Low Achievement

*Identification:* The Academy is designed to serve all students, including those who would be at risk of scoring in the “Standard Not Met” proficiency on state exams. Through a multi-tiered system of supports (“MTSS”), we will identify low achieving students based on standardized tests and ongoing assessment and diligently look for those who are not meeting grade level standards on classroom assessments. We will provide targeted intervention by teachers and support staff with the specific intention of identifying, assessing, tracking, and remediating struggling students, to ensure the progress of any who are failing to thrive in the academic environment. In addition, for those students in grades one through eight who are not meeting grade level standards on classroom assessments, remedial intervention before school, after school, and on Saturdays may be offered. We will provide targeted intervention by teachers who have proven instructionally strong in this designated area.

The Academy screens the following data to identify at-risk students in accordance with the California guidelines:

- Students scoring Standard Not Met or Standard Nearly Met on the previous year’s adopted standardized test in any one subtest score.
- Students who are at least one year below grade level in the areas of reading, writing, math, oral language, science or history as identified by interim assessments; and students recommended for academic intervention.
- Students who are struggling with completing or performing on class assignments.

*Parent Notification and Involvement:* Parents are informed as soon as possible of the identification of their student as low achieving and included in the collaboration for serving the needs of the student.

### Academic Strategic Success Plans

The SST process results in the creation of an *Academic Strategic Success Plan* to inform parent(s)/guardian(s) that their scholar’s work is falling below our academic expectations and is now labeled “at-promise.” The *Academic Strategic Success Plan* will be used with all identified at-promise scholars to allow teachers to collaborate on the best strategies and past successful interventions that may be helpful to ensure academic growth. The *Academic Strategic Success Plan* is updated each semester, with targeted objectives and goals focusing on the scholar meeting grade level standards. The

parent(s)/guardian(s), teacher, and scholar are encouraged to attend all meetings in order to set goals and objectives to ensure academic growth. Parent(s)/Guardian(s) will be informed as soon as their scholar is in danger of being identified as “at-promise.” Data is gathered through frequent interim assessments performed in the core subject areas. Teachers will have the tools they need to track all of their scholars and ensure they are making sufficient progress. The *Academic Strategic Success Plans* are updated to identify if interventions have been successful, or if additional intervention is necessary.

If a scholar is deemed as making “adequate progress,” the scholar will continue to be monitored to ensure academic success. If by the end of the school year the scholar is not making adequate progress, further remediation/intervention will be considered, including, but not limited to, retention, assessment for special education services, etc.

### Intervention

Despite the significant amount of individualization built into the California Republic Leadership Academy Capistrano curriculum, some scholars may need additional attention and/or services. Remedial intervention will be offered before school, after school, and on Saturdays, to scholars in grades one through eight.

## PLAN FOR SCHOLARS WHO ARE ACADEMICALLY HIGH ACHIEVING

Scholars who are high achieving will be identified through performance on state exams, standards based formative and summative assessments, and teacher interaction/observation. Parents are informed of the identification of their scholar as high achieving and included in the collaboration with the team of scholar, parent and teacher to discuss options for serving the needs of the scholar.

Examples of options available include, but are not limited to:

1. Weekly tutoring in challenging classes
2. Attending classes designed to meet the needs of accelerated scholars,
3. Use of curriculum supplements that are designed to challenge high-achieving scholars
4. Online computer based programs in advanced courses

Teachers attend numerous trainings throughout the year designed to enhance their ability to personalize instruction for each type of learner so that high achieving scholars can be challenged at California Republic Leadership Academy Capistrano.

## PLAN FOR SERVING STUDENTS WITH DISABILITIES

### Overview

The Academy shall comply with all applicable State and Federal Laws in serving scholars with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act and the Individuals with Disabilities Education Improvement Act.

The Academy intends to operate as an independent local educational agency for purposes of providing special education instruction and related services under the IDEA pursuant to Education Code Section 47641(a). The Academy will apply for membership in the El Dorado County Charter SELPA or, if denied by the El Dorado County Charter SELPA, for membership in another SELPA that has been approved by the California State Board of Education. The Academy shall comply with all state and federal laws related to the provision of special education instruction and related services.

The Academy may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Academy may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Academy shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Academy shall be accessible for all scholars with disabilities.

### **Section 504 of the Rehabilitation Act**

The Academy recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Academy. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Principal of California Republic Leadership Academy Capistrano and shall include parents/guardians, the scholar (where appropriate), and other qualified persons knowledgeable about the scholar, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the scholar's existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

If the scholar has already been evaluated under the IDEA, but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The scholar evaluation shall be carried out by the 504 team who will evaluate the nature of the scholar's disability and the impact upon the scholar's education.

This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- b. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligent quotient.
- c. Tests are selected and administered so as to ensure that when a test is administered to a scholar with impaired sensory, manual or speaking skills, the test results accurately reflect the scholar's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the scholar's impaired sensory, manual or speaking skills.

The final determination of whether the scholar will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the scholar in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the scholar for special education per the IDEA, a referral for special education assessment will be made by the 504 team.

If the scholar is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the



scholar receives a free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the scholar, drawing upon a variety of sources, including, but not limited to, assessments conducted by the California Republic Leadership Academy Capistrano’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. All 504 team participants, parents, guardians, teachers and any other participants in the scholar’s education, including substitutes and tutors, must have a copy of each scholar’s 504 Plan.

The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute.

A copy of the 504 Plan shall be maintained in the scholar’s file. Each scholar’s 504 Plan will be reviewed regularly to determine the appropriateness of the Plan, continued eligibility or readiness to discontinue the 504 Plan.

### Services for Students under the “IDEA”

The Academy shall provide special education instruction and related services in accordance with the IDEA, applicable Education Code requirements, and applicable policies and practices of the SELPA.

The Academy will provide services for special education students enrolled in the Academy in the least restrictive environment. The Academy’s practices will align with SELPA policies and procedures, and the Academy will utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints and maintaining the confidentiality of pupil records.

The Academy agrees to promptly respond to SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to Academy students, staff, facilities, equipment and records as required or imposed by law.

### Staffing

All special education services at the Academy will be delivered by individuals or agencies qualified to provide special education services in accordance with all applicable laws, regulations, and SELPA policies. Academy staff will participate in SELPA in-service training relating to special education.

The Academy will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Academy will ensure that all special education staff hired or contracted by the Academy are qualified pursuant to SELPA policies, as well as meet all legal requirements. The Academy will be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Academy students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and school psychologists.

### Notification and Coordination

The Academy will follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Academy will adopt and implement policies relating to all special education issues and referrals.

## Identification and Referral

The Academy understands its responsibility to ensure that all children with exceptional needs who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability. The Academy retains the responsibility to identify, refer, and work cooperatively in locating scholars who have or may have exceptional needs that qualify them to receive special education services.

The Academy shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or Academy staff member may request an initial evaluation at any time to determine if the scholar is a scholar with a disability. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate.

The Academy may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. No assessment or evaluation will be used for admission purposes.

The Academy will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

## Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Academy will determine what assessments, if any, are necessary and will arrange for such assessments for referred or eligible students in accordance with applicable law. The Academy shall respond to a written request for assessment within 15 days. The Academy will obtain parent/guardian consent to assess Academy scholars in compliance with applicable law.

If the Academy concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission. The assessment will be completed, and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent’s/guardian’s written consent for assessment. When referral is made 20 days or less prior to the end of the regular school year, an IEP must be developed within 30 days after the start of the subsequent regular school year.

## IEP Meetings

The Academy will arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Academy is responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the Academy’s designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; a parent/guardian of the student; the student, if appropriate; and other Academy representatives who are knowledgeable about the regular education program at the Academy and/or about the student.

The Academy arranges for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting

and provide notice of parental rights. The Academy will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process.

### IEP Development

The Academy understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education are the decision of the IEP team, pursuant to the IEP process. Programs, services and placements will be provided to all eligible Academy students in accordance with the applicable policies, procedures and requirements of the SELPA and State and Federal law. Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services.

### IEP Implementation

The Academy is responsible for all school site implementation of the IEP. As part of this responsibility, the Academy shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Academy's non-special education students. The Academy will also provide all home-school coordination and information exchange. The Academy is also responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology. A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws.

The scholar's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions, including cogent and responsive explanations for the recommendations;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for his/her circumstances; the goals and objectives will also be linguistically appropriate, as per Education Code Section 56345(b).
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and school assessments.

The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances.

IEP meetings will be held according to the following schedule:

- Yearly to review the scholar's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;

- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent’s request);
- When an Individual Transition Plan (ITP) is required at the appropriate age;
- When the Academy seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student’s misconduct was a manifestation of his/her disability.

### Interim and Initial Placements of New Charter School Students

The Academy will comply with Education Code Section 56325 with regard to students transferring into the Academy within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Academy from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Academy shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Academy shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Academy from a district operated program under the same special education local plan area of the Academy within the same academic year, the Academy shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Academy agrees to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Academy with an IEP from outside of California during the same academic year, the Academy shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Academy conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Academy, and develops a new IEP, if appropriate that is consistent with federal and state law.

### Non-Public Placements/Non-Public Agencies

The Academy is solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

### Non-discrimination

It is understood and agreed that all children will have access to the Academy and no student shall be denied admission nor counseled out of the Academy due to the nature, extent, or severity of his/her disability or due to the student’s request for, or actual need for, special education services.

### Procedural Safeguards

Parents or guardians of scholars with IEPs at the Academy must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child’s IEP. The Academy will provide parents or guardians of scholars with IEPs with a written Notice of

Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, as required by law. The Academy may use the Notice of Procedural Safeguards used by its SELPA.

### **Parent/Guardian Concerns and Complaints**

The Academy will adopt and implement policies for responding to parental concerns or complaints related to special education services. The Academy will receive any concerns raised by parents/guardians regarding related services and rights.

The Academy's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

### **Due Process Hearings**

The Academy may initiate a due process hearing or request for mediation with respect to a student enrolled in the Academy if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Academy shall defend the case.

### **SELPA Representation**

The Academy will represent itself at all SELPA meetings.

### **Funding**

The Academy will be subject to the allocation plan of the SELPA.

### **Goals and Actions in the State Priorities**

A reasonably comprehensive description of the Charter School's goals and actions in the State Priorities, in accordance with Education Code Section 47605(c)(5)(A), is provided in Element B, below.

## ELEMENT B: MEASURABLE STUDENT OUTCOMES

*Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).*

The Academy will use mandated standardized state assessments as required by Education Code Section 47605(d)(1), including but not limited to, the California Assessment of Student Performance and Progress (“CAASPP”), the California Science Test (“CAST”), the English Language Proficiency Assessments for California (“ELPAC”), and the Physical Fitness Testing (“PFT”).

## CHARTER SCHOOL GOALS, ACTIONS, AND OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES

Pursuant to Education Code Sections 47605(c)(5)(A) and 47605(c)(5)(B), the following section describes the Academy’s desired outcomes that align with the state priorities and the Academy’s goals and actions to achieve the state priorities. These goals, actions, and measurable outcomes listed in the charter petition fulfill the requirement of Education Code Sections 47605(c)(5)(A) and 47605(c)(5)(B), however are not intended to be used as accountability measures for charter school performance.

Upon establishment of the charter school, a Local Control and Accountability Plan (“LCAP”) will be created in which the Charter School will address outcomes aligned with the state priorities on an ongoing basis. The LCAP goals will be reviewed, altered, or amended based on assessment data, as well as scholar and program need. The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Academy at the school site.

Applicable Student Groups: All goals, actions, and outcomes described below apply to all students (school wide), as well as anticipated numerically significant student subgroups, including Hispanic or Latino, and English Learners. The Charter School firmly believes that all scholars, regardless of characteristics, are capable of accessing and thriving in our instructional model, so all goals, actions, and outcomes apply to all scholars.

### STATE PRIORITY #1— BASIC SERVICES

The degree to which the teachers are appropriately assigned in accordance with Section 44258.9, and fully credentialed in the subject areas, and, for the pupils they are teaching, every pupil has sufficient access to the standards-aligned instructional materials as determined pursuant to Section 60119, and school facilities are maintained in good repair, as defined in subdivision (d) of Section 17002.

## **SUBPRIORITY A – TEACHERS**

### **GOAL TO ACHIEVE SUBPRIORITY**

100% of teachers will possess the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment with appropriate English learner authorization as defined by the Commission on Teaching Credentialing and will be appropriately assigned in compliance with Education Code Sections 47605(l)(1) and 47605.4(a).

### **ACTIONS TO ACHIEVE GOAL**

Administration will screen candidates for the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment and appropriate EL authorization; the Human Resources staff will review credentials throughout the year.

### **MEASURABLE OUTCOME**

100% of teachers will possess the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned in compliance with Education Code Section 47605(l)(1) and 47605.4(a).

### **METHODS OF MEASUREMENT**

Initial and annual verification of teacher credentials as reported by the Commission on Teacher Credentialing; Annual publication of School Accountability Report Card.

## **SUBPRIORITY B – INSTRUCTIONAL MATERIALS**

### **GOAL TO ACHIEVE SUBPRIORITY**

100% of scholars will have full access to standards-aligned instructional materials and classic texts as described in, or similar to those described in, the charter petition.

### **ACTIONS TO ACHIEVE GOAL**

All Common Core State Standards aligned instructional materials and classic texts will be purchased and fully accessible to all scholars in grades TK-8 in the classroom;

### **MEASURABLE OUTCOME**

100% of scholars will have full access to standards-aligned instructional materials and classic texts as described in, or similar to those described in, the charter petition.

### **METHODS OF MEASUREMENT**

The Principal and Vice Principal will review all instructional materials texts prior to purchase.

## **SUBPRIORITY C – FACILITIES**

### **GOAL TO ACHIEVE SUBPRIORITY**

Maintain a pristine, safe, and fully functional facility.

### **ACTIONS TO ACHIEVE GOAL**

Daily general cleaning by custodial staff will maintain campus cleanliness; monthly and annual facility inspections will screen for safety hazards.

### MEASURABLE OUTCOME

90% of all items on facility inspection check lists will be in compliance and good standing with 100% of required corrections completed within 90 days.

### METHODS OF MEASUREMENT

Facilities supervisors will prepare monthly reports and oversee corrective actions in cooperation with maintenance and custodial staff; Annual Facility Inspection Reports; Facilities conditions reported each year on SARC.

## STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS

Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

### SUBPRIORITY A – CCSS IMPLEMENTATION

#### GOAL TO ACHIEVE SUBPRIORITY

Teachers will participate in ongoing professional development on the implementation of Common Core State Standards in conjunction with the California Republic Leadership Academy Capistrano leadership education model.

#### ACTIONS TO ACHIEVE GOAL

Teachers will identify and participate in ongoing professional development focused on the alignment of the CCSS through classics, the Core Knowledge Sequence, FranklinCovey Leader in Me, Great Books, writing, phonics, mathematics, science, history and technology in teaching and learning.

### MEASURABLE OUTCOME

100% of teachers will be offered at least 80 hours, annually, of Professional Development trainings in subjects including, but not limited to, CCSS, the Core Knowledge Sequence, FranklinCovey Leader in Me, Great Books, systematic phonics instruction, and technology training.

### METHODS OF MEASUREMENT

Professional Development schedules; rosters; sign in sheets, agendas; meeting notes; meeting minutes, etc.

### SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE

#### GOAL TO ACHIEVE SUBPRIORITY

EL scholars will make adequate yearly progress toward meeting academic content standards.

#### ACTIONS TO ACHIEVE GOAL

EL scholars will be fully immersed in content rich academic language experiences across the curriculum and through the implementation of the CCSS. EL scholars participate in English Language Arts/Literacy instructional support. Teachers will be CLAD certified and will scaffold language experiences and provide multi-sensory learning opportunities connecting curriculum to each EL scholar's background knowledge.



### MEASURABLE OUTCOME

95% of scholars who have been reclassified fluent English proficient (R-FEP) will demonstrate one of the following:

- Earn a “C” average or better on core course grades taken after reclassification,
- Demonstrate grade level proficiency as measured by the CAASPP
- Perform at or above grade level as determined by Academy assessments

### METHODS OF MEASUREMENT

EL student performance on statewide assessments; ELPAC Assessments; teacher assessments; annual report cards, other Academy assessments.

## SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY

### GOAL TO ACHIEVE SUBPRIORITY

EL scholars will make adequate yearly progress toward English language proficiency as measured by the ELPAC exam.

### ACTIONS TO ACHIEVE GOAL

EL scholars participate in English Language Arts/Literacy instruction with appropriate instructional support. All teachers teaching EL Scholars will participate in professional development, be CLAD certified, and make accommodations such as scaffolding instruction to promote proficiency in listening, speaking, reading and writing according to language needs in alignment with ELD curriculum. Literacy programs will be used as an intervention to help scholars gain language proficiency.

### MEASURABLE OUTCOME

At least 70% of EL scholars will demonstrate English language proficiency by achieving “Well Developed” in Overall performance with no more than one skill area with “Somewhat/Moderately Developed” (Listening, Speaking, Reading, Writing) as measured by the ELPAC exam within five years of initial classification as an EL scholar.

### METHODS OF MEASUREMENT

Scholar performance on Academy benchmark/summative assessments, examples of scholar work, and classroom observation; ELPAC assessment.

## STATE PRIORITY #3— PARENTAL INVOLVEMENT

Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

### SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT

#### GOAL TO ACHIEVE SUBPRIORITY

California Republic Leadership Academy Capistrano shall retain an engaged parent participation in organizations like the Parent Service Organization (PSO) and Academy Advisory Council (AAC).

#### ACTIONS TO ACHIEVE GOAL

Regular ongoing meetings to recruit and select parents to serve on councils, committees, and organizations. All parents are encouraged to attend meetings, ongoing events, and complete surveys in support of those serving on the committees.

### MEASURABLE OUTCOME

Annually, PSO will have a board of 5 parent members, each PSO standing committee will have an identified chair, and conduct a general meeting at least twice each year; the AAC will meet at least once.

### METHODS OF MEASUREMENT

PSO and AAC meeting agendas will identify parent board council members. PSO/ACC meeting minutes and sign in sheets will identify meeting dates and parent participation.

## SUBPRIORITY B – PROMOTING PARENT PARTICIPATION

### GOAL TO ACHIEVE SUBPRIORITY

Parents will be actively involved stakeholders in the school community throughout the course of the academic year.

### ACTIONS TO ACHIEVE GOAL

Administration will work with parent participation groups to recruit through use of email communications, monthly parent meetings and the school website. Parental service opportunities are provided year-round via email and classroom newsletters. Parents are encouraged, but not required, to volunteer. Parents will be encouraged to participate in LCAP development and review, academic programming, respond to surveys, attend Academy events, parent/teacher conferences, and Governing Board meetings.

### MEASURABLE OUTCOME

Annually the AAC will have had participation from a minimum of 3 parents; The PSO will be comprised of 100% parent volunteers; The Academy will seek to demonstrate a 1% increase annually in parent participation in Academy activities (including but not limited to activities such as, supporting PSO, volunteering to support the Academy, field trips, survey participation, attendance at an event, open house, parent teacher conference, etc.)

### METHODS OF MEASUREMENT

The AAC and PSO meeting agendas and minutes identify parent participation in each group. Reports by parents of voluntary parent service hours. Attendance and participation are also measured through parent teacher conferences, board meetings, parent organization meetings, parent surveys, SIS participation logs, and special event attendance. All returning parents will be asked to complete a survey question of involvement during reenrollment.

## STATE PRIORITY #4— STUDENT ACHIEVEMENT

Pupil achievement, as measured by all of the following, as applicable:

- A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment
- B. Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessments for California (ELPAC)
- C. EL reclassification rate

## SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS

### GOAL TO ACHIEVE SUBPRIORITY

Demonstrate growth in the percentage of scholars enrolled with California Republic Leadership Academy Capistrano more than one full year, scoring “Standard Met” or “Standard Exceeded” in the CAASPP testing in the area of ELA/Literacy and Mathematics as compared against the prior year testing data.

### **ACTIONS TO ACHIEVE GOAL**

Utilize the California Republic Leadership Academy Capistrano leadership education methodology as a basis and implementation of a Reading Intervention program to assist at-promise scholars, differentiated instruction and multiple academic enrichment opportunities, use of instructional technology in the area of Mathematics and ELA; Communicate importance of participating in CAASPP testing, encouragement of full attendance during CAASPP testing window.

### **MEASURABLE OUTCOME**

At least 1% targeted growth in the percentage of scholars enrolled with California Republic Leadership Academy Capistrano more than one full year, scoring “Standard Met” or “Standard Exceeded” in the CAASPP testing in the area of ELA/Literacy and Mathematics as compared against the prior year testing data.

### **METHODS OF MEASUREMENT**

Standardized tests, benchmark/summative assessments, examples of scholar work, and classroom observation; Creation of cohorts to track performance of scholars over time; Analysis of individual CAASPP score reports.

## **SUBPRIORITY B – EL PROFICIENCY RATES**

### **GOAL TO ACHIEVE SUBPRIORITY**

EL scholars will demonstrate progress toward advancement on performance levels on the ELPAC each academic year.

### **ACTIONS TO ACHIEVE GOAL**

EL scholars will receive in-class instructional support, which includes teacher support, small group work, usage of SDAIE and ELD instructional strategies.

### **MEASURABLE OUTCOME**

70% EL scholars will advance at least one sub-category performance level on the ELPAC each academic year.

### **METHODS OF MEASUREMENT**

Annual Summative ELPAC Score Reports.

## **SUBPRIORITY C – EL RECLASSIFICATION RATES**

### **GOAL TO ACHIEVE SUBPRIORITY**

EL scholars will be reclassified as Fluent English Proficient annually.

### **ACTIONS TO ACHIEVE GOAL**

EL scholars will receive in-class instructional support, which includes teacher support, small group work, usage of SDAIE and ELD instructional strategies.

### **MEASURABLE OUTCOME**

1% targeted annual growth in the percentage of EL scholars that will be reclassified as Fluent English Proficient as measured by the ELPAC exam within five years of initial classification as an EL scholar.

## METHODS OF MEASUREMENT

Analysis and review of ELPAC results, CAASPP scores, class grades, teacher observation.

## STATE PRIORITY #5— STUDENT ENGAGEMENT

*Pupil engagement, as measured by all of the following, as applicable:*

- A. *School attendance rates*
- B. *Chronic absenteeism rates*
- C. *Middle school dropout rates*

### SUBPRIORITY A – STUDENT ATTENDANCE RATES

#### GOAL TO ACHIEVE SUBPRIORITY

Scholars will arrive promptly to school and attend their classes daily when in good health.

#### ACTIONS TO ACHIEVE GOAL

California Republic Leadership Academy Capistrano will provide a safe and engaging learning environment for all its scholars and families. The Academy will motivate and inspire high standards of academic excellence and scholar empowered learning, hence promoting an appreciation of excellent attendance. Teachers and families will work collaboratively to build a school culture through participation in the morning pledge ceremony; Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.

#### MEASURABLE OUTCOME

The Academy will strive to maintain at least a 95% ADA rate.

#### METHODS OF MEASUREMENT

Monthly, Quarterly, and Annual ADA reports.

### SUBPRIORITY B – STUDENT ABSENTEEISM RATES

#### GOAL TO ACHIEVE SUBPRIORITY

Enrolled scholars will attend school when in good health unless absence for an excused purpose.

#### ACTIONS TO ACHIEVE GOAL

Parents will be informed of chronic absences as specified in Attendance and Truancy Policy. Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success. Use of School Attendance Review Team (SART).

#### MEASURABLE OUTCOME

75% of enrolled scholars will have fewer than three unexcused absences during any one school year.

#### METHODS OF MEASUREMENT

End of term absence and tardy reports from our student information system. Evidence of success is determined by monthly, quarterly, and annual attendance reports.

### SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES

#### GOAL TO ACHIEVE SUBPRIORITY

The Academy will have a middle school dropout rate of less than 10%

### **ACTIONS TO ACHIEVE GOAL**

The Academy will offer an academically engaging learning environment for all its scholars. Active monitoring of attendance will enable us to conduct early outreach and interventions in order to ensure scholars remain in school. Parent education opportunities will be provided for those in need. We will also conduct outreach through our Academy School Attendance Review Team.

Proper documentation of disenrolled scholars to verify new school of attendance.

### **MEASURABLE OUTCOME**

The Academy will have a middle school dropout rate of less than 10%

### **METHODS OF MEASUREMENT**

Scholar re-enrollment documentation as verified by our student information system, CALPADS, exit interviews.

## **STATE PRIORITY #6— SCHOOL CLIMATE**

*School climate, as measured by all of the following, as applicable:*

- A. Pupil suspension rates*
- B. Pupil expulsion rates*
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*

### **SUBPRIORITY A – PUPIL SUSPENSION RATES**

#### **GOAL TO ACHIEVE SUBPRIORITY**

The Academy will maintain an annual suspension rate of less than 5%.

#### **ACTIONS TO ACHIEVE GOAL**

Teachers will be trained on the implementation of our Core Values, which outline our classroom management and behavior approach. Administration will work with teachers and families to manage scholar behavior issues and concerns.

#### **MEASURABLE OUTCOME**

5% or fewer of enrolled scholars will be suspended, or an annual reduction in percentage of scholars suspended until target of less than 5% or fewer is achieved.

#### **METHODS OF MEASUREMENT**

Annual School Accountability Report Card (SARC) and CALPADS report 7.1 Discipline Incidents will be used as evidence.

### **SUBPRIORITY B – PUPIL EXPULSION RATES**

#### **GOAL TO ACHIEVE SUBPRIORITY**

The Academy will maintain an annual expulsion rate of less than 2%.

### ACTIONS TO ACHIEVE GOAL

Teachers will be trained on the implementation of our Core Values, which outline our classroom management and behavior approach. The Administration will work with teachers and families to manage scholar behavior issues and concerns.

### MEASURABLE OUTCOME

2% or fewer of enrolled scholars will be expelled, or an annual reduction in percentage of scholars expelled until target of less than 2% or fewer is achieved.

### METHODS OF MEASUREMENT

Annual School Accountability Report Card (SARC) and CALPADS report 7.1 Discipline Incidents will be used as evidence.

## SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)

### GOAL TO ACHIEVE SUBPRIORITY

Scholars and staff will adhere to the School Safety Plan.

### ACTIONS TO ACHIEVE GOAL

Annually, all employees will be trained on the elements of the School Safety Plan. Administration will work with the Academy Advisory Council and a safety committee to ensure a survey reaches the appropriate stakeholders to create action plans when necessary. Scholars will participate in monthly fire, and regularly scheduled earthquake, and safety drills.

### MEASURABLE OUTCOME

100% of staff will participate in at least four hours of school safety training; scholars will participate in fire drills monthly, and earthquake or safety drills throughout the year.

### METHODS OF MEASUREMENT

Professional Development agendas and sign in sheets, annual drill calendar, completed drill checklists, school surveys.

## STATE PRIORITY #7— COURSE ACCESS

*The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.*

*“Broad course of study” includes the following, as applicable: Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))*

### GOAL TO ACHIEVE SUBPRIORITY

California Republic Leadership Academy Capistrano scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will have access to and enroll in our academic and educational program as outline in the Academy’s charter petition.

### **ACTIONS TO ACHIEVE GOAL**

All academic content area will be available to all scholars, including scholar subgroups, at all grade levels.

### **MEASURABLE OUTCOME**

Annually, 100% of scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will have access to and enroll in all core and non-core subjects content areas.

### **METHODS OF MEASUREMENT**

Master course schedule, transcripts, class rosters, and assessment data.

## **STATE PRIORITY #8—OTHER STUDENT OUTCOMES**

*Pupil outcomes, if available, in the subject areas described above in #7, as applicable.*

### **SUBPRIORITY A – ENGLISH**

#### **GOAL TO ACHIEVE SUBPRIORITY**

All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs will demonstrate progress in grade level proficiency in English Language Arts/Literacy.

#### **ACTIONS TO ACHIEVE GOAL**

All scholars according to grade level will participate in: TK-6: Implementation of a systematic phonics instruction program, Writer’s Workshop writing instruction, targeted intervention, small group work, Socratic seminar; consultation with the intervention specialist, collaboration with colleagues to support scholar-learning goals. 7-8: Instructional strategies implemented throughout various informational and other literature texts including classical poetry, drama, fiction, social studies documents, and scientific documents. Instructional strategies will be implemented TK-8 to include small group work, one-to-one conferring, Socratic seminar; consultation with Scholar Services and collaboration with colleagues to support scholar-learning goals.

#### **MEASURABLE OUTCOME**

Annually, 40% of scholars will progress one grade/skill level each academic year, as evidenced by the ELA/Literacy benchmark assessments.

#### **METHODS OF MEASUREMENT**

Scholar progress will be monitored through CAASPP testing, curricular benchmark assessments, pre and post unit testing, spelling inventories, scholar writing journals, response to literature journals, published writing and oral presentations.

### **SUBPRIORITY B – MATHEMATICS**

#### **GOAL TO ACHIEVE SUBPRIORITY**

All scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs will demonstrate progress in Mathematics.

#### **ACTIONS TO ACHIEVE GOAL**

All scholars according to grade level will participate in: TK-6: Implementation of Singapore mathematical drills and skills development, targeted intervention and differentiated instruction. 7-8: Utilize CCSS and College Preparatory Mathematics.

Instructional strategies will be implemented TK-8 to include focused and designed instruction; spiraling math curriculum; small group work, one-to-one assistance, peer tutorial support, small group after-school tutorials, Socratic seminar; consultation with scholar services and collaboration with colleagues to support scholar-learning goals.

#### **MEASURABLE OUTCOME**

Annually, 40% of scholars will progress one grade/skill level each academic year, as evidenced by the mathematics benchmark assessments.

#### **METHODS OF MEASUREMENT**

Scholar progress will be monitored through CAASPP testing, curricular benchmark assessments, pre and post unit testing, math journals demonstrating mathematical thinking, in-class math presentations showcasing scholars' mathematical reasoning and critical thinking skills.

### **SUBPRIORITY C – SOCIAL SCIENCES**

All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs will demonstrate progress in content knowledge of history, civics and social science.

#### **GOAL TO ACHIEVE SUBPRIORITY**

All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs will demonstrate progress in content knowledge of history, civic and social science.

#### **ACTIONS TO ACHIEVE GOAL**

Through direct instruction and an integrated approach, scholars will study a blend of American History, world history, government, geography and economics using the History- Social Science Content Standards or presently approved state standards. Strategies included in an integrated approach are nonfiction and historical fiction texts; mini research projects and presentations, computer based information (articles, videos); field trip experiences, debates, and hands-on projects.

TK-8: Implementation of Core Knowledge, Junior Great Book Series, and primary source documents.

#### **MEASURABLE OUTCOME**

Annually, 40% of Kindergarten through 8th grade scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will demonstrate progress through formal assessments.

#### **METHODS OF MEASUREMENT**

Formal assessments include: pre and post testing, end of unit quizzes, and essay exams. Authentic assessments include presentations, projects, rubrics, peer feedback, and teacher feedback as a form of assessment to demonstrate proficiency.

### **SUBPRIORITY D – SCIENCE**

#### **GOAL TO ACHIEVE SUBPRIORITY**

All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs will demonstrate progress in content knowledge in life, earth and space, and physical science.



### **ACTIONS TO ACHIEVE GOAL**

Utilizing an inquiry-based approach scholars will develop an understanding of science and engineering practices, disciplinary core ideas and cross-curricular practices. Strategies include hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.

K-8: Implementation of Core Knowledge science curriculum.

### **MEASURABLE OUTCOME**

Annually, 40% of Transitional Kindergarten through 8th grade scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will demonstrate progress through formal assessments.

### **METHODS OF MEASUREMENT**

Formal assessments include: pre and post testing, end of unit quizzes, and essay exams. Authentic assessments include presentations, projects, rubrics, peer feedback, and teacher feedback as a form of assessment to demonstrate proficiency.

## **SUBPRIORITY E – VISUAL AND PERFORMING ARTS**

### **GOAL TO ACHIEVE SUBPRIORITY**

All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs will demonstrate progress in skills and content knowledge of the visual and performing arts.

### **ACTIONS TO ACHIEVE GOAL**

All scholars according to grade level will participate in: TK-8: Implementation of the Core Knowledge visual and performing arts curriculum; implementation of CCSS standards aligned curriculum.

Instructional strategies will be implemented TK-8 to include small group work, one-to-one conferring, Socratic seminar; consultation with Scholar Services, and collaboration with colleagues to support scholar-learning goals.

### **MEASURABLE OUTCOME**

Annually, 40% of Kindergarten through 8th grade scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs will demonstrate progress through formal assessments.

### **METHODS OF MEASUREMENT**

California Republic Leadership Academy Capistrano scholar progress will be monitored through, pre and post unit testing, scholar art journals, published writing and oral presentations, various art projects and presentations and various performing arts performances.

## **SUBPRIORITY F – PHYSICAL EDUCATION (Grades TK-6 ONLY)**

### **GOAL TO ACHIEVE SUBPRIORITY**

All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs will demonstrate progress in skills and content knowledge of physical education.

### **ACTIONS TO ACHIEVE GOAL**

Grammar Stage (Elementary) - Instructional strategies include Scholars are encouraged to explore locomotor movements as well as refine affective domain.

### MEASURABLE OUTCOME

Annually, 40% of Transitional Kindergarten through 6th grade scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will demonstrate progress through formal assessments.

### METHODS OF MEASUREMENT

Formal assessments include benchmark/summative assessments, examples of scholar performance, observations, and PFT (5<sup>th</sup> and 7<sup>th</sup> grades).

## SUBPRIORITY G – HEALTH

### GOAL TO ACHIEVE SUBPRIORITY

All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate progress in skills and content knowledge of health education.

### ACTIONS TO ACHIEVE GOAL

Instructional strategies will be implemented to include small group work, one-to-one conferring, Socratic seminar; consultation with the inclusion specialist and collaboration with colleagues to support scholar-learning goals.

### MEASURABLE OUTCOME

Annually, 40% of applicable scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will demonstrate progress through formal assessments.

### METHODS OF MEASUREMENT

Formal assessments include benchmark/summative assessments, examples of scholar performance, and observations.

## SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 6-8 ONLY)

### GOAL TO ACHIEVE SUBPRIORITY

All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs will demonstrate progress in skills and content knowledge of foreign language (e.g., Spanish, Latin, Greek).

### ACTIONS TO ACHIEVE GOAL

All scholars in grades 6th – 8th will participate in: Instructional strategies will be implemented to include small group work, one-to-one conferring, Socratic seminar; consultation with the inclusion specialist and collaboration with colleagues to support scholar-learning goals.

### MEASURABLE OUTCOME

Annually, 40% of 6th through 8th grade scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will demonstrate progress through formal assessments.

### METHODS OF MEASUREMENT

Formal assessments include benchmark/summative assessments, examples of scholar performance, and observations.



## ELEMENT C: METHODS OF MEASUREMENT AND OTHER USES OF DATA

*Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C).*

### A. Assessment Methodology and Philosophy

The Academy's assessment methods are based on the following beliefs:

1. *Authentic:* Scholar assessments must be authentic. The Academy uses backward design planning to ensure assessments measure the actual learning that has taken place. Within this model, pretests are given, learning outcomes established, and assessments are designed before any learning activities are introduced. Teachers need to specifically know what common core standards and other information they want their scholars to attain before they can design the learning steps necessary for mastery of this information. There are fewer "textbook developed" tests and more teacher created and project-based assessments.
2. *Multiple Measures:* The Academy utilizes a variety of assessments (i.e., tests, observations, projects, standardized tests, classroom discussions, term papers) to determine scholar achievement. The Academy will use a "verified data" assessment with scholars.
3. *On-going:* Scholars need on-going assessments in order to ascertain whether skills and knowledge have been truly mastered. Teachers use formative (specific skills), summative (overall concepts), and portfolio assessments as evidence of scholar achievement.
4. *Informative:* Assessments should promote and support reflection and self-evaluation on the part of scholars, staff, and parents.

### B. Assessment Design

Teachers are trained to identify what CCSS and other information that scholars are expected to know at the end of the course. The teacher determines the most appropriate type of assessment to measure scholar mastery of a given standard. All scholars take the state mandated assessments, but the assessments designed by teachers are often more valuable because they provide an opportunity for feedback on scholar mastery of content standards prior to the end of the course when there is still an opportunity to re-teach a subject matter until the scholars master it.

### C. Mandated Assessments

The Academy shall meet all statewide standards and conduct the required student assessments pursuant to Education Code Section 60605, and any other statewide standards or assessments authorized in statute. The Academy shall participate in the CAASPP and all other state-mandated assessments, including but not limited to the CAST, ELPAC, and PFT.

The Academy will track scholar progress through grade level multiple measures that provide data regarding academic growth from the beginning to the end of the year. With a heightened awareness of the transition between state testing methods, we will streamline multiple measures from TK-8 in order to provide meaningful data demonstrating annual academic progress.

The Academy affirms that its methods for measuring student outcomes for State Priorities, as described in Element B of this charter, shall be generally consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(c)(5)(C).

## D. Data Management and Analysis

CAASPP data will be used to help the Academy plan to meet its yearly growth goals. California Republic Leadership Academy Capistrano will use a Student Information System (SIS) that has the capacity to create a variety of reports on scholar achievement, including disaggregated data by content strand, scholar subgroup, grade-level, and classroom. The staff will be trained on how to interpret standardized test data, and engaged in critical analysis of the data in order to determine how the Academy can address any performance deficiencies or negative data trends. The data analysis will be tied to professional development on standards-based instruction, so that teachers can enhance their understanding of scholar performance in light of normative data, and modify their instructional designs accordingly. In this way, staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing scholar populations. The goal is continuous improvement to achieve the highest possible quality educational program.

California Republic Leadership Academy Capistrano will utilize data from state testing to track scholar subgroup progress. The California School Dashboard (“Dashboard”), Data Quest, and Ed Data sites operated by the California Department of Education (CDE) are utilized to gather data on subgroup performance. California Republic Leadership Academy Capistrano will track and analyze percent proficient scores of each represented subgroup to ensure growth targets are met each year and the gap between the highest and lowest performing subgroups is decreasing.

The Academy will close the achievement gap for subgroups by first determining the subgroups which exhibit the greatest differential in performance according to CAASPP test data. The following are strategies and actions that will be taken to decrease any potential achievement gap between subgroups:

- Staff will participate in professional development to enhance instructional practices and methods;
- Before and/or after school intervention programs will be utilized to target specific areas of need. Scholar progress in the intervention programs will be monitored either weekly or bi-weekly. Scholar remediation or acceleration will occur as necessary;
- Staff will be trained on Multiple Intelligences and best teaching practices;
- Data analysis of subgroup performance will take place upon release of the state test score results. The data will assist the Academy in creating targeted intervention programs and assists in determining the needs of each subgroup to improve scholar academic performance; and
- Utilization of researched-based instruction such as Open Book (reading and language computer-based program for emergent readers and speakers) and Rosetta Stone (intensive language acquisition program), which includes frequent progress monitoring and opportunities for acceleration.

## E. Use and Reporting of Data

The California Republic Leadership Academy Capistrano will be a data-driven Academy. Teachers and parents will use assessment data to monitor each scholar's progress in meeting the Common Core State Standards as well as other content knowledge that is required by the Academy.

One tool the California Republic Leadership Academy Capistrano will utilize is scholar assessment data to drive professional development programs for teachers. Another resource will be our teacher leadership council. Peer to peer reviews, leadership reviews, and scholar progress will help to inform the data. When teachers are failing to deliver the high caliber of instruction and mentoring necessary for scholar success, this assessment data will drive decisions about employee retention. It also will drive decisions relative to merit pay for high performing teachers that consider, in part, the amount of growth in scholar performance from year to year.

Scholars scoring a proficiency level of "Standard Not Met" or "Standard Nearly Met" in the content areas tested at their grade levels will be assessed and monitored frequently, based on their particular needs. They will also be referred to before and after school instructional programs.

We endeavor to teach all parents how to understand the assessment data for their child and to help their child succeed in meeting the California State Standards. We view parents as vital and primary partners in their child's education, and we want them to understand where their child is excelling and where their child needs extra help.

Scholar progress towards skill mastery will be documented in standards-based report cards. A parent-teacher conference will be held during the first semester. Additional conferences will be held on an as-needed basis. Teachers will share scholars' academic, social, emotional, and physical progress with parents.

Secondary grade scholars will participate in conferences, along with their parents, to reinforce scholar responsibility in their own learning process. Teachers will use data to analyze their instructional programs at their particular grade level. Grade level teams will meet weekly for this purpose. Each team will develop an action plan to address specific grade level needs, as well as individual scholar needs made evident by the results of the assessment data.

Teams will also be organized by subject matter to increase communication between the different grade levels. Working in this manner will allow us to address the areas of identified need more effectively. Our goal is to close the achievement gap found with economically disadvantaged scholars, English Learners, special education scholars and other significant subgroups.

## F. School Accountability Report Card

Scholar assessments will be designed to align to the mission, exit outcomes, and the curriculum described in the charter. Information from these assessments will be included in the School Accountability Report Card that will be distributed or made available to all stakeholders.

## G. Local Control and Accountability Plan

Pursuant to Education Code Section 47606.5, the Academy will produce a Local Control and Accountability Plan, which shall update the goals and annual actions to achieve goals aligned with the goals identified in Element B of this charter regarding the State Priorities. The Academy shall use the LCAP template adopted

by the State Board of Education and reserves the right to establish additional, and/or amend, school-specific goals and corresponding assessments throughout the duration of the charter. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site. The Academy shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

# ELEMENT D: GOVERNANCE STRUCTURE

*Governing Law: The governance structure of the school, including, but not limited to the process to be followed by the school to ensure parental involvement. Education Code Section 47605(c)(5)(D)*

## Non-Profit Public Benefit Corporation

California Republic Leadership Academy Capistrano will be operated by CRLA Southern California, a California nonprofit public benefit corporation that will be exempt from income taxation under Section 501(c)(3) of the Internal Revenue Code, in accordance with Education Code section 47604 (the “Corporation”).

The Academy will be governed by the Corporation’s Board of Directors (“Board”) pursuant to the Corporation’s Bylaws. The Academy will not be operated as, or operated by, a for-profit entity.

The Academy will operate autonomously from the District, with the exception of the supervisory oversight by the authorizing agency as required by statute. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of a charter school that is operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the charter school as long as the District has complied with all oversight responsibilities required by law.

A copy of the Board-approved Articles of Incorporation, Bylaws, and Conflict of Interest Code are attached in Appendices B-D.

Board of Directors.

The Directors currently serving on the Corporation’s Board of Directors are below:

Kevin Pratt

Pete Cordero

Jackson Reese

John Taylor

5<sup>th</sup> Director TBD

## Board Composition

The authorized number of directors shall be no less than three (3) and no more than nine (9), unless changed by amendments to the bylaws. All directors shall be designated by the existing Board of Directors. Each director shall hold office unless otherwise removed from office for two (2) year(s) and until a successor director has been designated and qualified.

In accordance with Education Code Section 47604(c), the District may appoint a representative to the Board of Directors. If the District chooses to do so, the Academy may appoint an additional member to ensure that the Board is maintained with an odd number of Directors.

## Board Duties

The Board of Directors is responsible for the operation and fiscal affairs of the Academy including but not limited to:



- Approval of the annual budget, calendar, salary schedules, major fundraising events, and grant writing;
- Negotiation and approval of a MOU or other contracts with the District;
- Approval of contracts over the threshold set forth in the Academy's fiscal policies and procedures and contract renewals
- Approval of bylaws, resolutions, and policies and procedures for the Academy's operation
- Approval of material revisions to the charter to be submitted to the District
- Long-term strategic planning for the Academy
- Participation as necessary in dispute resolution
- Monitoring overall scholar performance
- Filling the positions of the Administrative Team, as necessary
- Evaluation of the Executive Director
- Monitoring the performance of the Academy and taking necessary action to ensure that the Academy remains true to its mission and charter
- Monitoring the fiscal solvency of the Academy
- Participation in the Academy's independent fiscal audit
- Participation in the Academy's performance report to the District, if any
- Participation as necessary in scholar expulsion matters
- Increasing public awareness of the Academy
- Fundraising efforts

The Board addresses program concerns regarding the operation and improvement of the Academy. The Board is the final policy-making authority for the Academy. The Board approves the budget and the hiring of all personnel (including the Administrative Team). The Board will recommend programs, policies, and schedules designed to meet the evolving educational needs of the Academy's scholars, parents, and staff.

The Academy's Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which charter schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Academy any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

The Academy shall have no authority to enter into contracts for or on behalf of CapUSD. All contracts entered into by the Academy shall be the Academy's sole responsibility. CapUSD shall have no authority to enter into contracts on behalf of the Academy without the Academy's approval.

Day-to-day administration of the Academy is managed by the Principal, under the direct supervision of the Executive Director.

## Board Meetings

The Board of Directors meets at least quarterly (except for summer months) to review and act on its responsibilities. All meetings are held in accordance with the Brown Act and Education Code Section 47604.1(c).

All Board meetings are open to the public and each agenda includes time for parent, scholar, and community input. However, discussions regarding personnel, litigation, real estate negotiations, and similar topics requiring confidentiality will be held in closed session in accordance with the applicable provisions of the Brown Act. Actions taken in closed session are reported in open session at the conclusion of the closed session. Board meetings are held in compliance with the Bylaws and the Academy agrees to adhere to the provisions of the Brown Act and Education Code Section 47604.1(c).

The Academy shall comply with Education Code Section 47604.1(c). The Board of Directors has adopted a conflict-of-interest code which complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval.

The Academy shall also comply with the Public Records Act.

The Board of Directors meetings are led by a Board Chair, who is elected annually amongst the Board, typically at the concluding meeting of the school year. As long as a quorum exists as defined by the corporate bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members.

## Board Training

The Board of Directors will participate annually in training regarding board governance, the Brown Act, and conflicts of interest laws. The Board of Directors shall also be encouraged to attend workshops and conferences held by the California Charter Schools Association Conference, the Charter Schools Development Center, and any other agencies or organizations providing information applicable to charter school governance.

## Board Delegation of Duties

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee or contractor of the Academy any of those duties with the exception of employment of the Executive Director and Principal, approval of Board policies, approval of the budget or budget revisions, purchases over limitations as determined in approved Board policy, or any duties that may not be delegated by law. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of present Board members.

## Executive Director

The Executive Director (ED) reports directly to the Board. The ED will implement the strategy of the organization, and his/her key duties and responsibilities will include, among other duties as assigned:

- Leading personnel actions (e.g., hiring, disciplining, dismissal)

- Ultimate oversight and responsibility for an efficient management, staff, and infrastructure, including the annual operating budget, supervision of Principal and the Support Services team.
- Playing a leadership role in the development of strategies and plans for recruitment;
- Attracting, developing, and retaining results-oriented, high-performing teachers and employees, and developing a productive, self-motivated, and inspiring work environment of empowerment;
- Working with the Board and leadership team to design multi-year programmatic, strategic plan, business plan and, subsequently, implementing them;
- Prepare proposals of policies for adoption by the Board;
- Provide comments and recommendations regarding policies presented by others to the Board;
- Foster an amicable relationship between District and the Academy and facilitate a sharing of resources between both entities;
- Advise the Board and make written recommendations to the Board on programs, policies, budget and other Academy matters;
- Communicate with the Academy's legal counsel;
- Stay abreast of school laws and regulations;
- Develop and administer the budget as approved by the Board in accordance with generally accepted accounting principles;
- Present quarterly financial reports to the Board;
- Secure sources of funding from foundations, corporations, and individual donors;
- Facilitate communication and coordinating efforts between various possible school groups, parents, and politicians; and
- Serve as the face of California Republic Leadership Academy Capistrano by representing it and the Vision & Mission to key stakeholders, developing strategic partnerships, and leading marketing and development of a state/national presence and brand.

## Support Services Team

Under the leadership of the Executive Director, the Support Services Team will provide support services to the Academy in the following areas: Finance, Compliance, Facilities, Human Resources, Safety, and Information Technology.

The Support Services Team's duty is to serve the Academy in a way that allows the Academy to focus on student education.

## Academy Principal

The Principal is responsible for establishing a positive, mission-aligned, school culture and will ensure that the curriculum is implemented in order to maximize scholar-learning experiences and the orderly operation of the Academy and the supervision of all employees in the Academy. The Principal will report directly to the Academy's Executive Director.

The Principal will be responsible for administering the day-to-day operations of the campus, working with the Executive Director, on-site Support Services staff, parents, community members and the other

governing bodies specified by local and state law. The Principal's duties shall include, but are not limited to, the following:

- Provide instructional leadership to the Academy;
- Supervise all employees of the Academy;
- Make recommendations regarding the hiring of all Academy employees;
- Provide performance evaluations of all Academy employees at least once annually;
- Participate in the dispute resolution procedure and the complaint procedure when necessary;
- Provide assistance and coordination in the implementation of curriculum;
- Oversee parent/scholar/teacher relations;
- Attend IEP meetings as required by law;
- Oversee scholar disciplinary matters;
- Coordinate the administration of Standardized Testing;
- Plan and coordinate scholar orientation;
- Attend all Academy Board meetings;
- Site safety;
- Establish a communication model to facilitate communication among all the groups within the Academy;
- Develop the Academy's annual performance report (if required), SARC, and LCAP; and
- Facilitate open house events.

The above duties may be delegated to Support Services Team or contracted as approved by the Executive Director and Board to another employee of the Academy or to an appropriate third-party provider as allowed by applicable law.

## Academy Vice Principal

The Vice Principal supports the Principal in various functions and will carry out the Academy's educational vision and provide support and resources for teachers and students. Responsibilities of the Vice Principal include:

- Implement, supervise, and monitor core and supplemental instructional programs leading to continuous student learning improvement and student mastery of State Standards;
- Support the site Principal in developing and implementing long and short-range plans for academic achievement;
- Develop, support, guide, and evaluate teachers, counselors, and other personnel to ensure the academic achievement of all student subgroups and targeted student populations;
- Provide instructional support by building the capacity of teachers in implementing effective strategies to teach all student subgroups and targeted populations, including special education students, English learners, and meeting the needs of socioeconomically disadvantaged students;
- Monitor EL progress and implementation of strategies regarding the same;
- Serve as an instructional team resource to teachers, parents, and students;
- Implement professional development activities on campus;
- Oversee on-campus assessment activities and data collection, including with respect to the ELPAC, CAASPP, and other assessments;
- Support Principal in oversight of student services and extracurricular activities; and

- Organize, assist, and implement the campus safety plan and ensure compliance with mandated child abuse reporting.

## Campus Business Manager

The Campus Business Manager oversees the Academy’s accounting, payroll, and procurement processes. The Campus Business Manager works closely with the Academy’s back office provider and is responsible for all District, local, state, and federal reporting requirements related to fiscal matters. The Campus Business Manager is also responsible for managing the accounting system. The Campus Business Manager must keep abreast of new developments in the financial compliance space and make necessary adjustments to the Academy’s accounting activities.

## Director of Campus Operations

The Director of Campus Operations manages the facility to ensure a clean school facility that is maintained to provide a safe, secure and comfortable environment conducive to student learning. Additionally, the Director of Campus Operations will supervise and manage campus monitors, as well as oversee the food service operations.

## Organizational Chart

Included in Appendix E is a sample organizational flow chart showing the governance structure and the stewardship responsibilities within each department.

## Opportunities for Parent / Community Involvement in Academy Governance

### Parent Service Organization

Parent participation plays a vital role in the effectiveness of our program. The Parent Service Organization (“PSO”) is the primary avenue for parent input and involvement. With additional specialized committees, each with a specific area of focus, the PSO offers opportunities to be heard, to serve and to build community.

Objectives of the PSO are:

- To provide members the opportunity to serve the school and their scholars by contributing to strengthening ties between families, staff and community members, and to assist with school activities.
- To provide support for programs, activities and items that the membership finds to be consequential and important to the education and/or welfare of the scholars and staff at the Academy.
- To provide a forum to foster communication between teachers, parents, and the administration of the Academy. The PSO’s objectives focus on the Academy’s 6th Core Value: “Modeling What We Teach”. As we strive to develop servant leaders (leaders whose main goal is to serve others), parents set an example for our children through the offering of meaningful service supporting the Academy and all scholars, thereby putting into practice the very values we uphold, strengthening bonds between scholars, teachers and families. The PSO is responsible for parent involvement in Academy activities, fundraising, and advising the

Board of Directors on any and all matters related to the strengthening of the Academy's community.

## Academy Advisory Council

The Principal may convene an Academy Advisory Council ("AAC") at the school site at various times throughout the year to ensure that parents and teachers are regularly consulted about the educational program and operations of the Academy and have the ability to participate actively in the governance of the Academy. If convened, the AAC, similar to the makeup of a School Site Council, shall be advisory to the Principal, Executive Director, and Board of Directors.

It is anticipated that when convened the AAC shall be comprised of:

- Up to five (5) parents;
- Up to four (4) teachers;
- One (1) classified employee;
- Up to four (2) community members who are neither staff nor teachers at the Academy;
- Principal of the Academy or designee.

The AAC shall provide advice to the Principal, Executive Director, and Board of Directors regarding any item of the Academy's operations or educational program. It shall be provided a copy of the annual report provided to the District (if any), all state assessment results, and the LCAP so that it can play an active role in identifying any weaknesses in the educational program that need to be addressed, or opportunities for additional program alignment to the vision and mission, and educational goals of the Academy.

## English Learner Advisory Committee

In the event that 21 or more scholars designated as English Learner are enrolled at the Academy, the Academy will form an English Learner Advisory Committee ("ELAC"). The ELAC will be a committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services.

### Responsibilities

The ELAC shall be responsible for advising the Principal, Vice Principal, and staff on programs and services for English learners and the Academic Advisory Council on the development of the LCAP.

The ELAC shall assist the school in the development of:

1. The school's needs assessment.
2. The school's annual language census.
3. Ways to make parents aware of the importance of regular school attendance.

### Composition

ELAC membership will consist of:

1. Parents of English learners comprise at least the same percentage of the ELAC membership as English learners constitute of the school's total student population.
2. Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained.

## **Elections**

Parents or guardians of English learners will be given an opportunity to elect the parent members to serve on the ELAC.

## **Training**

The Academy shall ensure for all ELAC members that they receive appropriate training and materials to assist each member to carry out their advisory responsibilities. This training will be planned in full consultation with ELAC members.

## **Additional Opportunities for Parent Involvement**

Parents are also encouraged, but are not required, to volunteer at the Academy. The Principal shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/Academy (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at Board meetings; participation in the planning of, or attendance at, fundraising, athletic, or academic/arts events; or other activities. Although parental involvement is encouraged and can support the success of the scholar and the Academy, parental involvement is not a requirement for acceptance to, or continued enrollment at the Academy. Furthermore, in accordance with Education Code section 49011 regarding the prohibition of pupil fees for participation in the school's educational activities, the Academy will not mandate parental volunteer hours as a criterion for admission or continued enrollment.

## ELEMENT E: EMPLOYEE QUALIFICATIONS

*Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).*

All California Republic Leadership Academy Capistrano staff will be of good character and will indicate a genuine interest in the educational program of the Academy. Each potential employee will meet all applicable laws pertaining to employment including, but not limited to, furnishing the Academy with a criminal record summary as required by Education Code Section 44237. No employee shall commence employment prior to clearing the criminal background check and obtaining tuberculosis clearance as may be required by applicable law. The Principal will recommend applicants suitable for employment with the Academy. Following the interview process, final approval will rest with the Executive Director.

All California Republic Leadership Academy Capistrano hiring practices will comply with federal and state anti-discrimination laws. The Academy believes that all persons are entitled to equal employment opportunity. The Academy shall not discriminate against qualified applicants or employees on the basis of actual or perceived race or ethnicity, color, religion, sex, gender identity, gender expression, sexual orientation, pregnancy, national origin, ancestry, immigration status, citizenship, age, marital status, physical disability, mental disability, medical condition, military service or veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

California Republic Leadership Academy Capistrano will employ and retain teaching staff who hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. Teachers will teach the core academic classes of mathematics, language arts, science, and history/social studies. Teachers will be responsible for overseeing the scholars' academic progress and for monitoring grading and matriculation decisions as specified in the Academy's operational policies. Documentation of teachers' teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing will be maintained in the personnel file of each teacher and be available for inspection at the Academy.

The Academy considers the following to be key positions at the school: Executive Director, Principal, Vice Principal, Campus Business Manager, Director of Campus Operations, and Teachers. The Academy may also employ or retain non-certificated instructional aides to assist teaching staff in delivering academic instruction and supports.

Instructional aides will not assign grades or approve scholar work assignments. All non-instructional staff will possess experience and expertise appropriate for their position within the Academy as outlined in the Academy's staffing plan and the Academy's adopted personnel policies.



## Executive Director's Qualifications

The Executive Director will serve as the primary administrative leader of the Academy. The Executive Director will be responsible for implementing the strategy of the organization and for ensuring day-to-day operations of the Academy are in line with said strategies. The qualifications of Executive Director include, but are not limited to:

- Bachelor's degree;
- Ability to lead in a collaborative manner with the Principal and Teachers to implement the goals and policies of the Board of Directors;
- Commitment to the Vision and Mission, and Core Values of the Academy;
- Willingness and ability to advise the Board and make written recommendations to the Board on programs, policies, budget and other Academy matters;
- Have knowledge of current charter school law, applicable Education Code requirements and State standards for education, finance and business management practices, human resources, and understanding of best practices to serve all scholars, including socioeconomically disadvantaged scholars, scholars with exceptional needs, and English language learners;
- Ability to communicate effectively with co-workers, families, community members and school boards;
- Prioritize and appropriately schedule workload for himself/herself and staff;
- Time management skills;
- Establish and maintain effective work relationships with those contracted in the performance of required duties;
- Establish teams and model effective teamwork;
- Experience that demonstrates the ability to organize, motivate, delegate, and manage; and
- Strong written and oral communication skills.

## Principal's Qualifications

The Principal will ensure effective day-to-day operation of the program as outlined in Element D.

Qualifications for the position of Principal include, but are not limited to:

- Bachelor's Degree;
- Valid California Teaching Credential (Multiple or Single Subject);
- Valid California Administrative Credential;
- Ability to work in a collaborative manner to implement the goals and policies of the Board of Directors;
- Commitment to the Vision and Mission, and Core Values of the Academy;
- Willingness and ability to advise the Executive Director;
- Understanding of educational philosophy, curriculum, and resources, grades K-8;
- Understanding of education law;
- Experience that demonstrates the ability to organize, motivate, delegate, and manage; and
- Strong written and oral communication skills.

## Vice Principal Qualifications

Assist the Principal as outlined in Element D. Qualifications for the position of Vice Principal include, but are not limited to:

- Bachelor's Degree;
- Valid California Teaching Credential (Multiple or Single Subject)
- Commitment to the Vision and Mission, and Core Values of the Academy;
- Valid California Administrative Credential, preferred;
- Ability to work in a collaborative manner with the Principal and others.

## Teachers' Qualifications

The Academy provides new professional opportunities for teachers and create opportunities to tap the expertise and experience of qualified professionals previously excluded from the public school system.

The most important qualities for our teachers are:

- Familiarity with or willingness to be trained in the Academy's curriculum sequence and learning styles;
- Commitment to the Vision and Mission, and Core Values of the Academy;
- A demonstrable effectiveness in teaching; and
- A willingness to work hard, take responsibility and exercise leadership for the Academy as a whole.

Specific qualifications include:

- In accordance with Education Code Section 47605(l)(1), possession of the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment;
- Passion for improvement by personal engagement with the classics and having a mentor;
- Dedication to putting in time, energy, and effort in developing the Academy's program;
- Commitment to working with parents as educational partners;
- Willingness to become a learner as well as teacher/coach in the Academy;
- Knowledge or willingness to become knowledgeable about the developmental needs of our scholars;
- Sensitivity to social as well as academic needs of the scholars;
- Willingness and ability to plan cooperatively with other teachers;
- Willingness to be trained in the use of different curriculums and learning styles in the classroom;
- Willingness to take a leadership role in some aspect of the Academy's development;
- A strong knowledge of their personal strengths and weaknesses, and a willingness to continue education through additional courses and training, workshops, seminars, and staff development; and
- Knowledge of the classics, advanced degrees, fluent in foreign languages, preferred.

All other staff members shall meet the basic criteria for employment as identified by the Board and shall possess those qualities held by reference to "employees" above. All staff will understand, in dress and demeanor, that they are role models for scholars. The best individuals are sought – understanding that

those who desire to work in a public charter school should display a love for learning and exhibit joy in their task. All prospective staff members, including teachers, will be interviewed by a panel put together by the Administrative Team.

## Campus Business Manager Qualifications

Managing much of the Academy's back office as outlined in Element D. Qualifications for the position of Campus Business Manager include, but are not limited to:

- Bachelor's degree from an accredited college or university in accounting, business, finance, or related subject area;
- Commitment to the Vision and Mission, and Core Values of the Academy;
- Coursework in education is a plus;
- Experience in accounting;
- Management experience; and
- The following work experience is preferable:
  - Experience with charter schools
  - Experience working directly with an executive team.

## Director of Campus Operations Qualifications

Keeping a safe and clean campus as outlined in Element D. Qualifications for the position of Director of Campus Operations include, but are not limited to:

- High school diploma or GED; bachelor's degree preferred;
- 2-3 years of increasing level of custodial/building management experience;
- Commitment to the Vision and Mission, and Core Values of the Academy;
- Ability to manage, guide and support facility staff;
- Knowledge of safe and efficient use of cleaning materials, chemicals, tools and equipment;
- Ability to complete minor maintenance, e.g., replace light bulbs/filters up to mid-level maintenance, e.g., stucco repair, plaster wall repair;
- Ability to maintain complex records;
- Ability to work independently;
- Ability and willingness to meet the physical requirements necessary to perform the required duties, including ability to lift, carry, push, pull and move heavy objects on a regular basis;
- Ability to communicate effectively in verbal and written form, with both students and adults; and
- Ability to interact appropriately with children of different ages in school setting respecting and understanding boundaries.

## Personnel Policies

The Academy implements personnel policies that are periodically reviewed by the Board and the Academy's legal counsel for compliance with applicable laws.

## Evaluation Procedure

The Principal and/or Executive Director shall have the right to observe and evaluate staff using a merit-based framework and system. The purpose of the performance evaluation system is to promote greater accountability by leading to changes in professional practice that result in the continuous improvement of scholar achievement. The assessment may include, but is not limited to:

- An analysis of scholar achievement based on scholar performance on standardized and other specific assessments;
- Observations by the Principal, Executive Director, and/or designee in professional settings;
- Accomplishment and growth consistent with core professional expectations as documented by the teacher in a professional performance improvement program;
- A self-assessment based on adherence to the vision and mission of the Academy;
- Community presence and involvement including frequency of parent contact; and
- An analysis of parent and scholar surveys.

The Executive Director is evaluated by the Board using a merit-based evaluation framework and system. The Board seeks to maintain the highest standards of integrity in all Academy operations in addition to excellent scholar test scores. As a result, the Board implements an evaluation system that may include, but is not limited to:

- An analysis of scholar achievement based on scholar performance on standardized and other specific assessments;
- A self-assessment based on adherence to the vision and mission of the Academy;
- Observations by the Board or designee in professional settings;
- Community presence and involvement including frequency of parent contact;
- An analysis of parent and scholar surveys;
- Clean financial audits; and
- Enrollment growth.

## ELEMENT F: HEALTH AND SAFETY PROCEDURES

*Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).*

In order to provide safety for all scholars and staff, the Academy shall adopt and implement health and safety procedures, risk management policies, and School Safety Plan in consultation with its insurance carriers and risk management experts. The Academy will develop a School Safety Plan, which will include the topics listed in California Education Code section 32282(a)(2)(A)-(J). The School Safety Plan will be reviewed and updated by March 1 of every year by the Academy. As such policies are subject to regular updating based on many factors, including, but not limited to, judicial rulings, changes to the Education Code or other laws, and requirements of our insurance carrier. A full draft of these policies shall be made available to the District upon request. The following is a summary of the health and safety policies:

### Procedures for Background Checks

Employees and contractors of the Academy will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants must submit two sets of fingerprints to the California Department of Justice and receive a clear criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. Prior to commencing employment, the Principal will monitor compliance with this policy. The Executive Director will monitor the fingerprinting and background clearance of the Principal. The Board President will monitor the fingerprinting and background clearance of the Executive Director. Volunteers (including mentors) who will volunteer outside of the direct supervision of an employee will be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

### Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by the District. The Academy shall provide mandated reporter training to all employees annually and in accordance with Education Code Section 44691.

### Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

### Immunizations

The Academy adheres to all laws related to legally required immunizations for entering scholars pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections

6000-6075. All rising 7th grade scholars must be immunized with a pertussis (whooping cough) vaccine booster. The Academy will require immunization of scholars as a condition of school attendance to the same extent as would apply if scholars attended a non-charter public school.

### CPR/First Aid Training

All employees shall be CPR/First Aid trained before the end of their first year of employment.

### Medication in the Academy

The Academy will adhere to Education Code Section 49423 regarding assisting in the administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

### Vision, Hearing and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Academy adheres to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Academy.

### Oral Health Examinations

The Academy will require its scholars to comply with all oral health examinations pursuant to Education Code Section 49452.8.

### Blood Borne Pathogens

The Academy will meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Academy will establish a written infectious control plan designed to protect employees and scholars from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). This plan will include the annual training of staff. Whenever exposed to blood or other bodily fluids through injury or accident, staff and scholars will follow the latest medical protocol for disinfecting procedures.

### Diabetes

The Charter School shall make the type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The Academy will provide an information sheet regarding type 2 diabetes to the parent or guardian of any incoming 7th grade scholars pursuant to Education Code Section 49452.7. The information sheet includes, but is not limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that scholars displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

### Suicide Prevention Policy

The Academy shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

### Prevention of Human Trafficking

The Academy shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

### Menstrual Products

As applicable, the Academy shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of this section in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, pursuant to this section. This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

### Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

The Charter School shall provide two school meals free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

### California Healthy Youth Act

The Charter School shall teach sexual health education and HIV prevention education to students in grades 7-8, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

### School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning

- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

### Drug-, Alcohol-, and Smoke-Free Environment

The Academy will maintain a drug-, alcohol-, and tobacco-free workplace.

### Integrated Complaint and Investigation Procedure

The Academy will utilize a uniform complaint procedure to centralize all complaints and concerns submitted to the Academy. Under the direction of the Board, the Executive Director will be responsible for investigation, remediation, and follow-up on matters submitted through this procedure. The Executive Director may designate another individual to serve as the compliance officer to investigate and resolve the complaint.

### Comprehensive Discrimination and Harassment Policies and Procedures

The Academy is committed to providing an environment that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of such factors as race, religion, creed, color, gender, gender identity, gender expression, national origin, ancestry, immigration status, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Academy will develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Academy (including employee to employee, employee to scholar, and scholar to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Academy's discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

### Bullying Prevention

The Academy shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

### Academy Facility Safety

The Academy will comply with all applicable federal environmental laws. The Academy complies with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Academy agrees to test sprinkler



systems, fire extinguishers, and fire alarms are annually at its facilities to ensure that they are maintained in an operable condition at all times. The Academy will conduct fire drills monthly.

## ELEMENT G: STUDENT POPULATION BALANCE

*Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G).*

The Academy shall implement a scholar outreach and recruitment strategy that includes but is not necessarily limited to the following elements or strategies in an effort to achieve a racial and ethnic, special education, and English learner, including redesignated fluent English proficient student population balance among scholars that is reflective of the territorial jurisdiction of the District:

- An enrollment process that is scheduled and adopted to include a minimum 90-day recruitment timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic, special education, and English learner groups represented in the District. Major marketing materials may be translated as appropriate into the language for the specific targeted ethnic group or activity.
- Scholar recruitment efforts may include, but are not limited to, direct mail, print advertising, and informational meetings directed toward targeted scholar populations to recruit scholars from the various racial and ethnic, special education, and English learner groups represented in the District.
- The Academy will maintain an accurate accounting of the ethnic and racial, special education, and English learner student population balance of scholars enrolled in the Academy.

### Outreach and Recruitment Plan

The Academy shall implement an outreach and recruitment plan to ensure that a broad cross section of the community is aware of the opportunity to attend the Academy and in an effort to achieve a racial and ethnic, special education, and English learner student population balance among the Academy's scholars that is reflective of the general population residing within the territorial jurisdiction of CapoUSD. These outreach efforts are also intended to ensure the Academy is equally accessible to low achieving and economically disadvantaged scholars. Following are examples of the types of outreach activities conducted:

### Internet

We will have an Academy website that describes the academic program of the Academy and its admissions procedures. In addition to the Academy's website, we will include information on social networking sites like Facebook and Instagram.

### Chamber of Commerce & Service Clubs

We will contact and attempt to get word out to community members through membership of the local Chambers of Commerce and area service clubs. We will also request permission to make a presentation to their leadership training programs.

### Local Newspapers

We will send press releases to local newspapers and online news organizations.

### General Public Outreach

Public Library/ Local Museums: information booths, and participation at community events.

### Town Halls

We will host town hall meetings / parent information meetings in cities and towns in south Orange County.

### Firesides

Members of the Board of Directors and Academy leadership will invite interested neighbors and friends to attend a "fireside chat" about the program.

### Academy Tours

Members of the community will be invited to tours of the Academy.

### Local Youth Athletic Leagues

We will outreach to parents of school-aged children through local athletic leagues.

Following the first year of enrollment, the Academy will continue to engage in ongoing recruitment and outreach efforts as described above with the continued development of: marketing materials, advertising, online and social media presence, hosting and attendance of community events, and continued efforts to establish community partnerships. The Academy's budget includes financial resources allocated to outreach efforts. The Academy will furnish the District with annual documentation of ongoing recruitment and outreach efforts, if requested.

## ELEMENT H: ADMISSION POLICIES AND PROCEDURES

*Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e) requirements. Education Code Section 47605(c)(5)(H).*

The Academy will be nonsectarian in its programs, admission policies, and all other operations, and does not charge tuition nor discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). The Academy will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

The Academy will require scholars who wish to attend the Academy to complete an application form. After an offer of admission, scholars will be required to submit an enrollment packet, which shall include the following:

- Completion of a scholar registration form;
- Proof of Immunization;
- Home Language Survey;
- Completion of Emergency Medical Information Form;
- Proof of minimum and maximum age requirements;
- Release of records<sup>1</sup>

Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

---

<sup>1</sup> In accordance with Education Code Section 47605(e)(4)(B), the Academy shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Academy before enrollment.

The Academy shall conduct outreach efforts as noted in Element G of this charter petition to ensure the Academy is equally accessible to low achieving and economically disadvantaged scholars and to encourage the enrollment of such scholars.

## Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications will be counted to determine whether any grade level without an established wait list has received more applications than availability. In the event that this happens, the Academy will hold a public random drawing (or “lottery”) to determine admission for the impacted grade level, with the exception of existing scholars, who are guaranteed admission in the following school year.

Admission preferences in the case of a public random drawing shall be given to the following scholars in the following order:

1. Children and grandchildren of employees of California Republic Leadership Academy Capistrano.
2. Children and grandchildren of Board Members.
3. Siblings of scholars enrolled in or admitted to California Republic Leadership Academy Capistrano
4. If the Academy operates a campus that is physically located in the attendance area of a district-operated public elementary school in which at least 55% of the enrollment is eligible for free and reduced price lunch, then students currently enrolled in that school and students who reside in that elementary school attendance area will be given preference to attend such campus operated by the Academy in accordance with Education Code Section 47614.5(c)(2) (for purposes of the SB 740 Charter School Facility Grant Program).
5. Students who reside in the District.

All applications drawn after reaching capacity in any grade level will be placed on a waitlist for each respective grade level, in order in which they are drawn. If a vacancy occurs, the Academy shall notify the parent/guardian by phone and email and provide the parents/guardians with 72 hours to accept the offer of admission. If the parent/guardian does not contact the Academy to accept the position for their scholar within this period, the Academy shall contact the parent/guardian for the next scholar on the waitlist for that grade level. The Academy shall keep copies of documents relating to the lottery on file for one academic year to demonstrate the fair execution of lottery procedures.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Academy’s website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Academy will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

Further, this policy shall provide admission preference on the waitlist for applicants in the same categories and order as listed above who are hired/appointed/apply after the lottery is conducted. The Academy’s individual grade wait lists shall be extinguished at the end of each school year.

The Academy shall notify parents/guardians of this policy as part of its regular open enrollment process. Thereafter, parents/guardians will be encouraged to contact the Academy to obtain information about their child’s position on the waitlist.

Notwithstanding the foregoing, the Academy may refine lottery policies and procedures in accordance with policies adopted by the Board of Directors. A copy of the revised policy, which may be designed to improve the Academy's lottery efforts, shall be provided to the District upon request. In the event that revisions of the lottery policies contain changes to the admission preferences, a copy of the changes to admission preferences shall be provided to the District for approval in a public hearing by the District's governing board prior to the enrollment period of the year in which the revised admissions preferences will be implemented.

## ELEMENT I: INDEPENDENT FINANCIAL AUDITS

*Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(l)*

An annual independent fiscal audit of the books and records of the Academy will be conducted as required under Education Code Sections 47605(c)(5)(l) and 47605(m). The books and records of the Academy and the nonprofit public benefit corporation operating the charter school will be kept in accordance with generally accepted accounting principles, and the audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers K-12 Audit Guide.

The Board will oversee the selection of an independent auditor. The auditor will have, at a minimum, a CPA and educational institution audit experience and shall be included by the State Controller's Office on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year. A copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and the CDE by the 15th of December of each year.

The Executive Director and Principal will review any audit exceptions or deficiencies and report to the Academy's Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent fiscal audit of the Academy is public record to be provided to the public upon request. In addition, pursuant to Education Code Section 47604.33, the Academy will submit budgets and reports as detailed in the Miscellaneous Charter Requirements section of this charter petition.

The Academy will respond promptly to all reasonable inquiries by the District, including inquiries regarding its financial records in accordance with applicable law.

## ELEMENT J: SCHOLAR SUSPENSION AND EXPULSION POLICIES AND PROCEDURES

*Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
  - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
  - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(c)(5)(J)*

This Scholar Suspension and Expulsion Policy and Procedures has been established in order to promote learning and protect the safety and wellbeing of all scholars at the Academy. In creating this policy, the Academy has reviewed Education Code Section 48900 *et seq.* which describes the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Academy is committed to annual review of its policies and procedures surrounding suspensions, expulsions and involuntary removals, and, as necessary, modification of the lists of offenses for which scholars are subject to suspension, expulsion, or involuntary removal.



Consistent with this Policy, it may be necessary to suspend or expel a scholar from regular classroom instruction. Upon establishment of the charter school this shall serve as the Academy's policy and procedures for scholar suspension, expulsion, and involuntary removal. The Board may adopt an alternative Scholar Suspension and Expulsion Policy at which time that Board approved policy shall replace this listed Policy in force and effect. The adoption of a Board Policy on Scholar suspensions and expulsion policies and procedures and any amendments to such policy shall made by the Board without the need to amend the charter so long as the amendments comport with legal requirements.

The Academy's staff shall enforce disciplinary rules and procedures fairly and consistently among all scholars. This Policy and its Procedures will be printed and distributed annually as part of the Family/Scholar Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any scholar. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a scholar. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, scholars, staff or other persons or to prevent damage to Academy property.

The Academy administration shall ensure that scholars and their parents/guardians are notified in writing upon enrollment of all discipline policies and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available on request at the Principal's office.

Suspended or expelled scholars shall be excluded from all Academy and Academy-related activities unless otherwise agreed during the period of suspension or expulsion.

A scholar identified as an individual with disabilities or for whom the Academy has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education scholars except when federal and state law requires additional or different procedures. The Academy will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a scholar identified as an individual with disabilities, for whom the Academy has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with due process to such scholars.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and

shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

## A. Grounds for Suspension and Expulsion of Scholars

A scholar may be suspended or expelled for prohibited misconduct if the act is related to Academy activity or Academy attendance occurring at any time including but not limited to:

- a. while on Academy grounds;
- b. while going to or coming from the Academy;
- c. during the lunch period, whether on or off the Academy campus;
- d. during, going to, or coming from an Academy-sponsored activity.

## B. Enumerated Offenses

1. Discretionary Suspension Offenses. Scholars may be suspended when it is determined the scholar:
  - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b. Willfully used force or violence upon the person of another, except self-defense.
  - c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e. Committed or attempted to commit robbery or extortion.
  - f. Caused or attempted to cause damage to Academy property or private property, which includes but is not limited to, electronic files and databases.
  - g. Stole or attempted to steal Academy property or private property, which includes but is not limited to, electronic files and databases.
  - h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel, as well as any marijuana containing products. This section does not prohibit the use of a scholar’s own prescription products by a scholar.
  - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
  - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
  - k. Knowingly received stolen Academy property or private property, which includes but is not limited to, electronic files and databases.
  - l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
  - m. Harassed, threatened, or intimidated a scholar who is a complaining witness or witness in an Academy disciplinary proceeding for the purpose of preventing that scholar from being a witness and/or retaliating against that scholar for being a witness.

- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a scholar organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective scholar. For purposes of this policy, “hazing” does not include athletic events or Academy sanctioned events.
- p. Made terroristic threats against Academy officials and/or Academy property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of Academy property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to scholars in any of grades 4 to 8, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to scholars in any of grades 4 to 8, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a scholar or group of scholars to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or scholar(s) rights by creating an intimidating or hostile educational environment. This provision shall apply to scholars in any of grades 4 to 8, inclusive.
- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- u. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a scholar or group of scholars which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more scholars that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable scholar (defined as a scholar, including, but is not limited to, a scholar with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of his or her age with exceptional needs) or scholars in fear of harm to that scholar's or those scholars' person or property.
- ii. Causing a reasonable scholar to experience a substantially detrimental effect on their physical or mental health.
- iii. Causing a reasonable scholar to experience substantial interference with his or their academic performance.
- iv. Causing a reasonable scholar to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Academy.

“Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless cell phone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, or image.
2. A post on a social network Internet Web site including, but not limited to:
  - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
  - b. Creating a credible impersonation of another actual scholar for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a scholar for the purpose of bullying the scholar and such that another scholar would reasonably believe, or has reasonably believed, that the scholar was or is the scholar who was impersonated.
  - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious scholar or a profile using the likeness or attributes of an actual scholar other than the scholar who created the false profile.
3. An act of cyber sexual bullying.
  - a. For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of

- a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
      - b. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
    - 4. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
  - v. A scholar who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person.
  - w. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the scholar unless, in the case of possession of any object of this type, the scholar had obtained written permission to possess the item from a certificated Academy employee, with the Principal or designee’s concurrence.
  - x. A scholar who exercises academic dishonesty in the form of cheating or plagiarism, who has been previously reprimanded, may be suspended or expelled.
2. Non-Discretionary Suspension Offenses: Scholars must be suspended and recommended for expulsion when it is determined the scholar:
  - a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the scholar had obtained written permission to possess the item from a certificated Academy employee, with the Principal or designee’s concurrence.
  - b. Brandished a knife at another person.
  - c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053 *et seq.*
  - d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.
3. Discretionary Expellable Offenses: Scholars may be recommended for when it is determined the scholar:
  - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b. Willfully used force or violence upon the person of another, except self-defense.
  - c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e. Committed or attempted to commit robbery or extortion.

- f. Caused or attempted to cause damage to Academy property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal Academy property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel, as well as any marijuana containing products. This section does not prohibit the use of scholar's own prescription products by a scholar.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen Academy property or private property, which includes but is not limited to, electronic files and database.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm unless, in the case of possession of any object of this type, the scholars had obtained written permission to possess the item from a certificated Academy employee, with the Principal or designee's concurrence for educational purposes.
- m. Harassed, threatened, or intimidated a scholar who is a complaining witness or witness in an Academy disciplinary proceeding for the purpose of preventing that scholar from being a witness and/or retaliating against that scholar for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a scholar organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective scholar. For purposes of this policy, "hazing" does not include athletic events or Academy sanctioned events.
- p. Made terroristic threats against Academy officials and/or Academy property, which includes but is not limited to, electronic files and database. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of Academy property, which includes but is not limited to, electronic files and database, or the personal property of the person threatened or their immediate family.

- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to scholars in any of grades 4 to 8, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to scholars in any of grades 4 to 8, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a scholar or group of scholars to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or scholar(s) by creating an intimidating or hostile educational environment. This provision shall apply to scholars in any of grades 4 to 8, inclusive.
- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a scholar or group of scholars which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more scholars that has or can be reasonably predicted to have the effect of one or more of the following:
    1. Placing a reasonable scholar (defined as a scholar, including, but is not limited to, a scholar with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or scholars in fear of harm to that scholar's or those scholars' person or property.
    2. Causing a reasonable scholar to experience a substantially detrimental effect on their physical or mental health.
    3. Causing a reasonable scholar to experience substantial interference with their academic performance.
    4. Causing a reasonable scholar to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Academy.
  - ii. "Electronic Act" means the creation or transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    1. A message, text, sound, or image.
    2. A post on a social network Internet Web site including, but not limited to:
      - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- b. Creating a credible impersonation of another actual scholar for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a scholar for the purpose of bullying the scholar and such that another scholar would reasonably believe, or has reasonably believed, that the scholar was or is the scholar who was impersonated.
      - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious scholar or a profile using the likeness or attributes of an actual scholar other than the scholar who created the false profile.
    - 3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
    - u. A scholar who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury.
    - v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the scholar unless, in the case of possession of any object of this type, the scholar had obtained written permission to possess the item from a certificated Academy employee, with the Principal or designee's concurrence.
  - 4. Non-Discretionary Expellable Offenses: Scholars must be recommended for expulsion when it is determined pursuant to the procedures below that the scholar:
    - a. Possessed, sold, or otherwise furnished a firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the scholar had obtained prior written permission to possess the item from a certificated school employee, which is concurred in by the Principal or the designee of the Principal.
    - b. Brandished a knife at another person.
    - c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053 *et seq.*
    - d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.
    - e. Possession of an explosive. If it is determined by the Board of Directors that a scholar has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the scholar shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with



a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

## C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

### 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal, with the scholar and the scholar’s parent and, whenever practical, the teacher, supervisor or California Republic Leadership Academy Capistrano employee who referred the scholar to the Principal.

The conference may be omitted if the principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of scholars or Academy personnel. If a scholar is suspended without this conference, both the parent/guardian and scholar shall be notified of the scholar’s right to return to the Academy for the purpose of a conference.

At the conference, the scholar shall be informed of the reason for the disciplinary action and the evidence against the scholar and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the scholar waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a scholar for failure of the scholar’s parent or guardian to attend a conference with Academy officials. Reinstatement of the suspended scholar shall not be contingent upon attendance by the scholar’s parent or guardian at the conference.

### 2. Notice to Parents/Guardians

At the time of the suspension, an administrator shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a scholar is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the scholar as well as the date the scholar may return to the Academy following suspension. In addition, the notice may also state the time when the scholar may return to school. If Academy officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

### 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal, the scholar and the scholar’s guardian or representative will be invited to a conference to determine if the suspension for the

scholar should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the scholar's parent/guardian, unless the scholar and the scholar's parent/guardian fail to attend the scheduled conference.

This determination will be made by the Principal upon either of the following: 1) the scholar's presence will be disruptive to the education process; or 2) the scholar poses a threat or danger to others. Upon either determination, the scholar's suspension will be extended pending the results of an expulsion hearing.

Scholars who are suspended for 10 days or more shall be afforded the due process rights pursuant to Education Code Section 47605(c)(5)(J)(ii).

#### 4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

#### D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A scholar may be expelled either by the Academy's Board following a hearing before it or by the Academy's Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the scholar or a Board member of the Academy's governing board. The Administrative Panel may recommend expulsion of any scholar found to have committed an expellable offense. The Administrative Panel will comply with the "neutral officer" requirements under Education Code Section 47605(c)(5)(J)(ii)(II).

#### E. Expulsion Procedures

Scholars recommended for expulsion are entitled to a hearing to determine whether the scholar should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal determines that the Scholar has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in a closed setting (complying with all scholar

confidentiality rules under FERPA) unless the Scholar makes a written request for a public hearing three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the scholar and the scholar's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the scholar. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Academy's disciplinary rules which relate to the alleged violation;
4. Notification of the scholar's or parent/guardian's obligation to provide information about the scholar's status at the Academy to any other school district or school to which the scholar seeks enrollment;
5. The opportunity for the scholar or the scholar's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the scholar's behalf including witnesses.

## F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Academy may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Academy or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the scholar.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Academy must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Academy must present evidence that the witness' presence is both desired by the witness and will be helpful to the Academy. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the scholar being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

## G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

## H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the scholar committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or

Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled scholar, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

## **I. Expulsion Decision**

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the scholar shall immediately be returned to their previous educational program.

## **J. Written Notice to Expel**

The Principal, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the scholar and scholar's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the scholar; and (b) Notice of the scholar's or parent/guardian's obligation to inform any new district in which the scholar seeks to enroll of the scholar's status with the Academy.

The Principal shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The scholar's name; and (b) The specific expellable offense committed by the scholar.

## **K. Disciplinary Records**

California Republic Leadership Academy Capistrano shall maintain records of all scholar suspensions and expulsions at California Republic Leadership Academy Capistrano. Such records shall be made available to the authorizer upon request.

## **L. No Right to Appeal**

The scholar shall have no right of appeal from expulsion from California Republic Leadership Academy Capistrano as the Board's decision to expel shall be final.

## **M. Expelled Scholars/Alternative Education**

Scholars who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. California Republic Leadership Academy Capistrano shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

## **N. Rehabilitation Plans**

Scholars who are expelled from the Academy shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the scholar may reapply to the Academy for readmission.

## **O. Readmission or Admission of Previously Expelled Student**

The decision to readmit a scholar or to admit a previously expelled scholar from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Academy's Leadership and the scholar and guardian or representative to determine whether the scholar has successfully completed the rehabilitation plan and to determine whether the scholar poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The scholar's readmission is also contingent upon the Academy's capacity at the time the scholar seeks readmission.

## **P. Notice to Teachers**

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

## **Q. Special Procedures for the Consideration of Suspension & Expulsion of Scholars with Disabilities**

### **1. Notification of SELPA**

The Academy shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any scholar with a disability or scholar who the Academy or SELPA would be deemed to have knowledge that the scholar had a disability.

### **2. Services During Suspension**

Scholars suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the scholar to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the scholar's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### **3. Procedural Safeguards/Manifestation Determination**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a scholar with a disability because of a violation of a the Academy scholar discipline policy or policies contained within the Academy Family / Scholar Handbook, or scholar enrollment agreement, the Academy, the parent, and relevant members of the IEP/504 Team shall review all relevant information in

the scholar's file, including the scholar's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the scholar's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Academy, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the scholar, the conduct shall be determined to be a manifestation of the scholar's disability.

If the Academy, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the scholar's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such scholar, provided that the Academy had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the scholar already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the scholar to the placement from which the scholar was removed, unless the parent/guardian and the Academy agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Academy, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the scholar's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Academy may apply the relevant disciplinary procedures to scholar with disabilities in the same manner and for the same duration as the procedures would be applied to scholars without disabilities.

#### **4. Due Process Appeals**

The parent/guardian of a scholar with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Academy believes that maintaining the current placement of the scholar is substantially likely to result in injury to the scholar or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the scholar or the manifestation determination has been requested by either the parent/guardian or the Academy, the scholar shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Academy agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the

current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

## 5. Special Circumstances

Academy personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a scholar with a disability who violates the Academy scholar discipline policy or policies contained within the Academy Family / Scholar Handbook, or scholar enrollment agreement.

The Principal may remove a scholar to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the scholar's disability in cases where a scholar:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at the academy, on the academy premises, or to or at an academy function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at the Academy, on Academy premises, or at an Academy function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at the Academy, on Academy premises, or at an Academy function.

## 6. Interim Alternative Educational Setting

The scholar's interim alternative educational setting shall be determined by the scholar's IEP/504 Team.

## 7. Procedures for Scholars Not Yet Eligible for Special Education Services

A scholar who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Academy's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Academy had knowledge that the scholar was disabled before the behavior occurred.

The Academy shall be deemed to have knowledge that the scholar had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Academy supervisory or administrative personnel, or to one of the scholar's teachers, that the scholar is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the scholar.
- c. The scholar's teacher, or other Academy personnel, has expressed specific concerns about a pattern of behavior demonstrated by the scholar, directly to the director of special education or to other Academy supervisory personnel.



If the Academy knew or should have known the scholar had a disability under any of the three (3) circumstances described above, the scholar may assert any of the protections available to IDEIA-eligible scholars with disabilities, including the right to stay-put.

If the Academy had no basis for knowledge of the scholar's disability, it shall proceed with the proposed discipline. The Academy shall conduct an expedited evaluation if requested by the parents; however, the scholar shall remain in the education placement determined by the Academy pending the results of the evaluation.

The Academy shall not be deemed to have knowledge that the scholar had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the scholar has been evaluated and determined to not be eligible.

## ELEMENT K: EMPLOYEE RETIREMENT SYSTEMS

*Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K).*

All employees will participate in the federal social security system. Teachers and qualifying non-certificated staff may participate in a 403(b) retirement plan according to employee policies developed and adopted by the Board of Directors. The Executive Director or designee is responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

## ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

*Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L).*

No scholar may be required to attend the Academy. Scholars who reside within the District who choose not to attend the Academy may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. Parents and guardians of each scholar enrolled in the Academy will be informed on admissions forms that the scholars have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Academy, except to the extent that such a right is extended by the local education agency.

## ELEMENT M: EMPLOYEE RETURN RIGHTS

*Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M)*

No public school district employee shall be required to work at the Academy. Persons employed by the Academy are not considered employees of the District for any purpose whatsoever. Employees of the District who resign from District employment to work at the Academy and who later wish to return to the District shall be treated the same as any other former District employee seeking reemployment. The Academy shall not have any authority to confer any rights to return on District employees. However, District employees may have rights under District collective bargaining agreements, procedures and policies as they may be amended from time to time.

Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Academy. Employment by the Academy provides no rights of employment at any other entity, including any rights in the case of closure of the Academy.

## ELEMENT N: DISPUTE RESOLUTION

*Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to the provisions of the charter. Education Code Section 47605(c)(5)(N).*

The Academy recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.

It is anticipated that the District and the Academy will maintain and enjoy a mutually beneficial and cooperative relationship. The Board of Directors maintains policies and processes consistent with this Charter for airing and resolving internal and external disputes.

### Internal Disputes / Conflict Resolution

The Board will create an internal conflict resolution procedure that will be binding on scholars, parents, volunteers, Academy personnel, and Board members. All members of the Academy community will be provided with a copy of the Academy's internal conflict resolution procedure and will agree to work within it. The Board shall have authority to make final determinations regarding all internal disputes/conflicts.

The District agrees to refer all complaints regarding the Academy's operations to the Executive Director for resolution in accordance with the Academy's adopted policies. In the event that the policies and processes fail to resolve the dispute, the District, including its governing board, agrees not to intervene in the dispute without the consent of the Academy's Board of Directors unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked.

### Disputes Between the Academy and the District

In the event of any dispute arising between the Academy and the District regarding the misinterpretation, misapplication, or violation of the Charter, representatives (or designees) of the District and the Academy shall meet and confer with the objective of resolving such disputes within fifteen (15) working days of the written request of either party. If within seven (7) days after the parties have met and conferred, or such longer period as may be agreed upon by the parties, the dispute cannot be resolved by the parties to their mutual satisfaction, the District and the Academy shall then convene a committee composed of two members of the Board of Education for CapoUSD, two members of the Academy's Board of Directors, along with one staff member from both the District and the Academy. The committee shall meet within thirty (30) days, or such longer period as may be agreed upon by the parties, to resolve the dispute to the mutual satisfaction of the parties.

If the committee convened pursuant to the preceding paragraph is unable to resolve any dispute between the parties within fourteen (14) days, or such longer period as may be agreed upon by the parties, such disputes shall be submitted to mediation. The parties shall meet to determine the format of the mediation session and select a mutually acceptable mediator to facilitate resolution of the dispute. If no agreement on the mediator is reached within five (5) days, then the parties shall request the state mediation/conciliation services to provide a list of seven (7) mediators from which the parties shall strike names alternatively until only one (1) name remains, which person shall be the mediator.

The costs of the mediator shall be split equally between the District and the Academy. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Academy.

If the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

## ELEMENT O: SCHOOL CLOSURE PROCEDURES

*Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(c)(5)(O).*

Closure of the Academy will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities (e.g., the Executive Director).

The Academy will promptly notify parents and scholars of the Academy, the District, the Orange County Department of Education, the Academy's SELPA, the retirement systems in which the Academy's employees participate, and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the scholars' school districts of residence; and the manner in which parents/guardians may obtain copies of scholar records, including specific information on completed courses and credits that meet graduation requirements.

The Academy will ensure that the notification to the parents and scholars of the Academy of the closure provides information to assist parents and scholars in locating suitable alternative programs. This notice will be provided promptly following the Board of Directors' decision to close the Academy.

The Academy will also develop a list of scholars in each grade level and the classes they have completed, together with information on the scholars' districts of residence, which they will provide to the person or entity responsible for closure-related activities.

As applicable, the Academy will provide parents, scholars and the District with copies of all appropriate scholar records and will otherwise assist scholars in transferring to their next school. All transfers of scholar records will be made in compliance with the Family Educational Rights and Privacy Act 20 U.S.C. § 1232(g). The Academy will ask the District to store original records of Academy scholars. All scholar records of the Academy shall be transferred to the District upon closure. If the District will not or cannot store the records, the Academy shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the person or entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Academy will prepare final financial records. The Academy will also have an independent audit completed within six months after closure. The Academy will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Academy and will be provided to the District, the County Superintendent of Schools, the State Controller, and the CDE promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Academy.

The Academy will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Academy, all assets of the Academy, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by scholars attending the Academy, remain the sole property of California Republic Leadership Academy Capistrano. Any assets acquired from the District or District property will be promptly returned upon Academy closure to the District. The Academy shall return any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as return any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Academy shall remain solely responsible for all liabilities arising from the operation of the Academy.

As the Academy is operated by CRLA Southern California, a non-profit public benefit corporation, should the corporation dissolve with the closure of the Academy, the Board of Directors will follow the procedures set forth in the California Corporations Code and the corporation's Articles of Incorporation for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As shown by the Budget in Appendix F, California Republic Leadership Academy Capistrano will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.



# MISCELLANEOUS CHARTER REQUIREMENTS

## BUDGETS

*Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).*

Attached as Appendix F, please find the Academy’s three-year budget, including start-up costs, and cash flow with budget notes that clearly describe assumptions or revenue estimates, including, but not limited to the basis for average daily attendance estimates and staffing levels.

## FINANCIAL REPORTING

The Academy shall provide reports to District and the Orange County Superintendent of Schools in accordance with Education Code Section 47604.33 as follows and shall provide additional fiscal reports as requested by the District or Orange County Superintendent of Schools:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(h) will satisfy this requirement.
2. By July 1, a local control and accountability plan and an annual update required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Academy’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, CDE and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final non-audited report from the full prior year. The report submitted to the District shall include an annual statement of all the Academy’s receipts and expenditures for the preceding fiscal year

The Academy shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual average daily attendance reports, all financial reports required by Education Code sections 47604.33 and 47605(m), the School Accountability Report Card, and the LCAP.

The Academy agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with education code sections 47604.32 and 47607.

Pursuant to Education Code section 47604.3, the Academy shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

## INSURANCE

The Academy shall acquire and maintain and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for a school of similar size, location, and scholar population. At a minimum, these policies shall have coverage of \$1 million per occurrence and \$3 million aggregate. The District Board of Trustees and the District shall be named as an additional insured on all policies of the Academy. The Academy shall provide evidence of the above insurance coverage to the District upon request. The District shall not be responsible for the payment of any cost associated with the Academy's insurance coverage. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the District.

## ADMINISTRATIVE SERVICES

*Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).*

The Executive Director and support services team assume the lead responsibility for administering the Academy under the policies adopted by the Board. The Academy will provide or procure its own administrative services through an appropriately qualified third-party contractor. The Academy plans to contract with ICON, an experienced business and development company specializing in charter schools, for administrative and "back office" services including, but not limited to, the following:

- Complete Bookkeeping Services
- Budget Creation / Fiscal Planning Services
- Cash Flow Management
- Local, State, and Federal Reporting, Including Reporting Required of a 501(c)(3) Corporation
- Audit and Compliance Preparation
- Payroll Services
- Employee Benefits
- Retirement Setup and Management, as applicable
- Planning & Management
- LEA Plans
- Compliance Reporting to County & State Grantors
- Attendance Reporting
- Food Program - Implementation & Claims Reporting
- Training - Charter School Finance, Accounting & Operation Functions, Budgets, Financial Reports
- Quarterly & Annual Filings of Tax Forms (IRS, EDD, etc.)
- Filings Related to 501(c)(3) Status Property Tax Exemptions Filings

In partnership with its back-office provider, the Academy will employ appropriate fiscal practices and controls consistent with Board policy, the California School Accounting and Best Practices Manual published by the Fiscal Crisis and Management Assistance Team, the California School Accounting Manual published by the CDE, the Guide for Annual Audits published by the Education Audit Appeals Panel, conform to generally accepted accounting principles, standards promulgated by the Financial Accounting Standards Board as it relates to financial reporting by a nonprofit corporation, and applicable laws, regulations, and bulletins, issued by local, state or federal tax authorities, including the Internal Revenue Service, related to operation and reporting by a nonprofit corporation. In addition to generating reports

required of a California charter school, the Academy affirms that it will prepare all fiscal reports required of nonprofit corporations operating under 501(c)(3) status.

The Academy will ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. The Academy shall approve only responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement, and in compliance with conflict of interest laws referenced herein. Consideration will be given to matters such as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

The Academy shall maintain policies that ensure internal control sufficient to achieve sound fiscal practices and clear delineations of responsibility for business affairs. The Academy will promptly respond to all reasonable inquiries from the County, including inquiries regarding its financial records.

The Academy may contract with appropriate third-party for some or all administrative services, including but not limited to financial management, accounting, payroll, and human resource services.

### Other Service Providers

California Republic Leadership Academy Capistrano may also have a need to contract for outside services in the following areas: curriculum development services, management services, marketing, public relations, advertising services, special education support, technology services, etc.

The Academy maintains policies that ensure internal control sufficient to achieve sound fiscal practices and clear delineations of responsibility for business affairs. The Academy will promptly respond to all reasonable inquiries, including inquiries regarding its financial records.

## FACILITIES

*Governing Law: The facilities to be used by the charter school. The description of facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(h).*

The Academy will be located within the District's boundaries.

The Academy prefers to be located in private facilities. The Academy has not finalized purchase or lease of a facility until confirmation of approval by an authorizing agency. The Academy has had a number of conversations with local landlords and is narrowing down the list of likely facilities.

In the event the Academy is unable to purchase or lease school facilities, the Academy intends to request the use of reasonably equivalent facilities from the District pursuant to Proposition 39 and will timely submit its facility request on or before November 1, 2022.

Once approved, the Academy will be able to secure a school facility and will inform the District of its location.

## TRANSPORTATION

Unless determined otherwise by the Board of Directors, no transportation to and from the Academy will be provided for scholars by the Academy except as required by law.

## RENEWAL OR MATERIAL REVISION OF CHARTER

The Academy may request from the District a renewal or material revision of the Charter at any time prior to expiration. The District agrees to hear and render a decision regarding a renewal or material revision to the Charter pursuant to the criteria and standards as specified in Education Code Sections 47605, 47607, and 47607.2, as applicable, and its implementing regulations.

## POTENTIAL CIVIL LIABILITY EFFECTS ON THE DISTRICT

*Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).*

### Intent

This statement is intended to fulfill the terms of Education Code Section 47605(h) and provides information regarding the proposed operation and potential effects of the Academy on the District.

### Civil Liability

The Academy shall at all times be operated by a California nonprofit public benefit corporation. The Corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

The specific purposes for which the corporation is organized are for the operation of one or more California public charter schools in accordance with the Education Code Section 47600, *et seq.*

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Academy shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the District shall not be liable for the operation of the Academy.

The Academy's corporate bylaws shall provide for indemnification of the Academy's Board of Directors, officers, agents, and employees, and the Academy maintains general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the Academy's insurance company for schools of similar size, location, and scholar population. The District shall be named an additional insured on the general liability insurance of the Academy.

The Board shall institute appropriate risk management practices, including screening of employees, establishing codes of conduct for scholars, and dispute resolution.

## Potential Benefits to the District

The California Republic Leadership Academy Capistrano benefits the District in a number of ways:

1. The Academy pays the District an oversight fee to compensate the District for any costs associated with overseeing the Academy up to one (1) percent of its revenues pursuant to Education Code Section 47613(a).
2. The District teachers and staff can participate in professional development opportunities offered by the Academy.
3. The Academy demonstrates that the District is in alignment with the State and federal educational reform efforts, which might create eligibility for additional state and federal funding.

## Oversight

The Academy and the District will jointly develop an annual site visitation process and protocol to enable the District to gather information needed to confirm the Academy's performance and compliance with the terms of this charter. However, it is recognized and agreed by the Academy that the District may make unplanned and unscheduled random inspections of the Academy at any time in accordance with Education Code Section 47607.

## CONCLUSION

By approving this charter petition, the Capistrano Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve scholar learning, increase learning opportunities for all scholars with special emphasis on expanded learning opportunities for all scholars who are identified as academically low achieving, create new professional opportunities for teachers, provide parents and scholars with expanded choices in education, and following the directive of law to encourage the creation of charter schools. California Republic Leadership Academy Capistrano is eager to work independently, yet cooperatively with the District to set the highest standard for what a charter school should and can be.

To this end, California Republic Leadership Academy Capistrano pledges to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval of a charter petition for a five-year term commencing on July 1, 2023, until June 30, 2028. Renewal of the charter shall be governed by the standards and criteria in Education Code Sections 47605, 47607, and 47607.2 as applicable, and their implementing regulations.

## APPENDIX

(See separately provided supplemental documents.)

APPENDIX A – SAMPLE CURRICULUM AND READING LIST DOCUMENTS

APPENDIX B – ARTICLES OF INCORPORATION

APPENDIX C – BYLAWS

APPENDIX D – CONFLICT OF INTEREST CODE

APPENDIX E – ORGANIZATIONAL CHART

APPENDIX F – BUDGET AND CASH FLOW PROJECTIONS

APPENDIX G – SAMPLE BELL SCHEDULE AND CALENDAR

APPENDIX H – IRS NON-PROFIT LETTER

APPENDIX I – LETTERS OF SUPPORT

APPENDIX J – SIGNATURE PAGES



# Appendix A





# California Secretary of State

Business Programs Division

1500 11th Street, Sacramento, CA 95814

**Request Type:** Certified Copies

**Entity Name:** CLRA SOUTHERN CALIFORNIA

**Formed In:** CALIFORNIA

**Entity No.:** 5148219

**Entity Type:** Nonprofit Corporation - CA - Public  
Benefit

**Issuance Date:** 07/07/2022

**Copies Requested:** 1

**Receipt No.:** 002109959

**Certificate No.:** 027721323

## Document Listing

Reference #	Date Filed	Filing Description	Number of Pages
B0860-4063	07/01/2022	Initial Filing	2

\*\* \*\*\*\* \* \*\*\*\*\* \*\*\*\*\* End of list \*\*\*\*\* \* \*\* \*\*

I, SHIRLEY N. WEBER, PH.D., California Secretary of State, do hereby certify on the Issuance Date, the attached document(s) referenced above are true and correct copies and were filed in this office on the date(s) indicated above.



**IN WITNESS WHEREOF**, I execute this certificate and affix the Great Seal of the State of California on July 07, 2022.

**SHIRLEY N. WEBER, PH.D.**

**Secretary of State**

To verify the issuance of this Certificate, use the Certificate No. above with the Secretary of State Certification Verification Search available at [bizfileOnline.sos.ca.gov](http://bizfileOnline.sos.ca.gov).

B0860-4063 07/01/2022 5:00 PM Received by California Secretary of State

For Office Use Only

**-FILED-**

File No.: 5148219

Date Filed: 7/1/2022

**ARTICLES OF INCORPORATION  
OF  
CRLA SOUTHERN CALIFORNIA**

**I.**

The name of the Corporation shall be CRLA Southern California.

**II.**

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are manage, operate, guide, direct and promote one or more California public charter schools, including, but not limited, to California Republic Leadership Academy.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

**III.**

The name and address in the State of California of this Corporation's initial agent for service of process is:

Gary Davis  
8153 Seahorse Way  
Elk Grove, CA 95757

**IV.**

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Certificate Verification No.: 027721323 Date: 07/07/2022

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

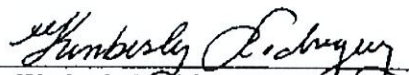
Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational or charitable purposes meeting the requirements of Revenue and Taxation Code section 214 and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

VII.

The initial street address and initial mailing address of the Corporation is:

8153 Seahorse Way  
Elk Grove, CA 95757

Dated: 6/30/22

  
Kimberly Rodriguez, Incorporator



# Appendix B

**BYLAWS  
OF  
CRLA SOUTHERN CALIFORNIA**  
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I  
NAME**

Section 1. NAME. The name of this Corporation is CRLA Southern California.

**ARTICLE II  
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is located in the State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

**ARTICLE III  
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote one or more California public charter schools, including, but not limited, to California Republic Leadership Academy. (“Charter School”), a California public charter school. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV  
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates

otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

## **ARTICLE V DEDICATION OF ASSETS**

Section 1. **DEDICATION OF ASSETS.** The Corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the charter governing the charter schools operated as or by the Corporation. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational or charitable purposes meeting the requirements of Revenue and Taxation Code section 214 and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

## **ARTICLE VI CORPORATION WITHOUT MEMBERS**

Section 1. **CORPORATION WITHOUT MEMBERS.** The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

## **ARTICLE VII BOARD OF DIRECTORS**

Section 1. **GENERAL POWERS.** Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”).

Section 2. **SPECIFIC POWERS.** Without prejudice to the general powers set forth in Section 1 of this article, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

- b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.
- c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. APPOINTED DIRECTORS AND TERMS. The number of directors shall be no less than three (3) and no more than nine (9), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the chartering authority as consistent with Education Code Section 47604(c). If the chartering authority designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative designated by the chartering authority, shall be appointed by the existing Board of Directors.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified. Terms for the initial Board of Directors shall be 3 seats for a term of 2 year(s) and 2 seat(s) for a term of 3 year(s).

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERMS. Each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chair of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of such designation or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies

on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chair of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 10. REMOVAL OF DIRECTORS. Any director, except for the representative appointed by the chartering authority, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative designated by the chartering authority may be removed without cause by the chartering authority or with the written consent of the chartering authority. Any vacancy caused by the removal of a director shall be filled as provided in Section 11.

Section 11. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for the representative appointed by the chartering authority, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the chartering authority shall be filled by the chartering authority.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of the county in which that charter school or schools are located. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act. A two-way teleconference location shall be established at each schoolsite.



Section 14. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 15. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 16. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chair of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chair of the Board has not been elected then the Vice-Chair is authorized to call a special meeting in place of the Chair of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 17. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 18. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken

shall be publicly reported.

Section 19. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which that charter school or schools are located ;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;<sup>1</sup>
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.<sup>2</sup>

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 22. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any

---

<sup>1</sup> This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

<sup>2</sup> The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Fill vacancies on the Board of Directors or any committee of the Board;
- b. Amend or repeal bylaws or adopt new bylaws;
- c. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal; or
- d. Create any other committees of the Board of Directors or appoint the members of committees of the Board.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 25. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

## **ARTICLE VIII OFFICERS OF THE CORPORATION**

Section 1. OFFICES HELD. The officers of the Corporation shall be a President, a Secretary, and a Chief Financial Officer. The Corporation, at the Board's direction, may also have a Chair of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification. Except for the Chair of the Board and Vice-Chair, officers shall not also be directors (Board members).

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be

held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chair of the Board.

Section 3. ELECTION OF OFFICERS. The officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIR OF THE BOARD. If a Chair of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chair of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chair, the Vice-Chair shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. PRESIDENT. The President, also known as the Executive Director, shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall

keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the President, Chair of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

## **ARTICLE IX CONTRACTS WITH DIRECTORS**

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

## **ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

## **ARTICLE XI LOANS TO DIRECTORS AND OFFICERS**

Section 1. LOANS TO DIRECTORS AND OFFICERS. The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer; provided, however, the Corporation may advance money to a director or officer of the Corporation for

expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

## **ARTICLE XII INDEMNIFICATION**

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

## **ARTICLE XIII INSURANCE**

Section 1. INSURANCE. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director’s, officer’s, employee’s, or agent’s status as such.

## **ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS**

Section 1. MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

## **ARTICLE XV INSPECTION RIGHTS**

Section 1. DIRECTORS’ RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation’s books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or

federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

## **ARTICLE XVI REQUIRED REPORTS**

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporation will comply with Corporations Code section 6322.

## **ARTICLE XVII BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these bylaws by a majority vote of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these bylaws inconsistent with such charter, the Corporation's articles of incorporation, or any laws.

**ARTICLE XVIII**  
**FISCAL YEAR**

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1<sup>st</sup> and end on June 30<sup>th</sup> of each year.



**CERTIFICATE OF SECRETARY**

I certify that I am the duly elected and acting Secretary of the CRLA Southern California, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of the Corporation as adopted by the Board of Directors on [REDACTED]; and that these bylaws have not been amended or modified since that date.

Executed on [REDACTED] at [REDACTED], California.

[REDACTED]

[REDACTED], Secretary



# Appendix C

Date of this notice: 07-26-2022

Employer Identification Number:  
88-3423272

Form: SS-4

Number of this notice: CP 575 A

CRLA SOUTHERN CALIFORNIA  
% GARY DAVIS  
8153 SEAHORSE WAY  
ELK GROVE, CA 95757

For assistance you may call us at:  
1-800-829-4933

IF YOU WRITE, ATTACH THE  
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 88-3423272. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

Taxpayers request an EIN for their business. Some taxpayers receive CP575 notices when another person has stolen their identity and are opening a business using their information. If you did **not** apply for this EIN, please contact us at the phone number or address listed on the top of this notice.

When filing tax documents, making payments, or replying to any related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

Based on the information received from you or your representative, you must file the following forms by the dates shown.

Form 940	01/31/2024
Form 944	01/31/2024

If you have questions about the forms or the due dates shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification (corporation, partnership, etc.) based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2020-1, 2020-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

IMPORTANT INFORMATION FOR S CORPORATION ELECTION:

If you intend to elect to file your return as a small business corporation, an election to file a Form 1120-S, U.S. Income Tax Return for an S Corporation, must be made within certain timeframes and the corporation must meet certain tests. All of this information is included in the instructions for Form 2553, Election by a Small Business Corporation.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents or other payroll service providers, are available to assist you. Visit [www.irs.gov/mefbusproviders](http://www.irs.gov/mefbusproviders) for a list of companies that offer IRS e-file for business products and services.

**IMPORTANT REMINDERS:**

- \* Keep a copy of this notice in your permanent records. This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you. You may give a copy of this document to anyone asking for proof of your EIN.
- \* Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- \* Refer to this EIN on your tax-related correspondence and documents.
- \* Provide future officers of your organization with a copy of this notice.

Your name control associated with this EIN is CRLA. You will need to provide this information along with your EIN, if you file your returns electronically.

Safeguard your EIN by referring to Publication 4557, *Safeguarding Taxpayer Data: A Guide for Your Business*.

You can get any of the forms or publications mentioned in this letter by visiting our website at [www.irs.gov/forms-pubs](http://www.irs.gov/forms-pubs) or by calling 800-TAX-FORM (800-829-3676).

If you have questions about your EIN, you can contact us at the phone number or address listed at the top of this notice. If you write, please tear off the stub at the bottom of this notice and include it with your letter.

Thank you for your cooperation.

Keep this part for your records. CP 575 A (Rev. 7-2007)

Return this part with any correspondence  
so we may identify your account. Please  
correct any errors in your name or address.

CP 575 A

9999999999

Your Telephone Number    Best Time to Call    DATE OF THIS NOTICE: 07-26-2022  
(            )            -                                      EMPLOYER IDENTIFICATION NUMBER: 88-3423272  
\_\_\_\_\_                    \_\_\_\_\_                                      FORM: SS-4                                      NOBOD

INTERNAL REVENUE SERVICE  
CINCINNATI OH 45999-0023  
||||||

CRLA SOUTHERN CALIFORNIA  
% GARY DAVIS  
8153 SEAHORSE WAY  
ELK GROVE, CA 95757



# Appendix D

# **CRLA SOUTHERN CALIFORNIA CONFLICT OF INTEREST CODE**

## **I. ADOPTION**

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the CRLA Southern California hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members and all other designated employees of Synergy Academies (“Charter School”), as specifically required by California Government Code Section 87300.

## **II. DEFINITION OF TERMS**

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

## **III. DESIGNATED EMPLOYEES**

Employees of this Charter School, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this Code and incorporated by reference herein.

## **IV. STATEMENT OF ECONOMIC INTERESTS: FILING**

Each designated employee, including governing board members, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School’s filing official shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

## **V. DISQUALIFICATION**

No designated employee shall make, participate in making, or try to use his/her official position

to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

## **VI. MANNER OF DISQUALIFICATION**

### **A. Non-Governing Board Member Designated Employees**

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Chief Executive Officer, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

### **B. Governing Board Member Designated Employees**

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).



**EXHIBIT A**

**Designated Positions**

<b><u>Designated Position</u></b>	<b><u>Assigned Disclosure Category</u></b>
Members of the Board of Directors	1, 2
Executive Director	1, 2
Principal	1, 2
Vice Principal	1,2
Campus Business Manager	1, 2
Director of Campus Operations	1, 2
Consultants/New Positions	*

\*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Executive Director may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

## **EXHIBIT B**

### Disclosure Categories

#### Category 1

Designated positions assigned to this category must report all interests in real property which is located in whole or in part within two (2) miles of any facility utilized by CRLA Southern California, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.

#### Category 2

Designated positions assigned to this category must report investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by CRLA Southern California.

#### Category 3

Designated positions assigned to this category must report investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.



# Appendix E

# Budget Narratives

## California Republic Leadership Academy

The following budget narratives has been prepared for California Republic Leadership Academy. In order to develop an accurate financial projection for the duration of 5 years of the charter, fiscal information and LCFF tools from School Services of California (SSC), Fiscal Crisis & Management Assistance Team (FCMAT), and California charter school fiscal benchmark report has been used. In addition, this budget narrative reflects the most up-to-date information available in regards to the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and Local Control Funding Formula (LCFF).

### Assumptions

#### 1.1 Enrollment & Average Daily Attendance

Revenue for CRLA (California Republic Leadership Academy) will heavily rely on the number of students enrolled and their attendance. Average Daily Attendance (ADA) is the aggregate attendance during a reporting period divided by the number of days the school is in session during that period. Since ADA mostly drives the funding for CRLA, this budget assumes a 95% attendance rate for the duration of the charter term. The following table enumerates total grade span enrollment figures and ADA projected during the 5-year term of the charter:

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
<i>Enrollment Projection By Grade Level</i>					
TK	24	24	24	24	24
Kinder	50	50	50	50	50
Grade 1	60	60	60	60	60
Grade 2	60	60	60	60	60
Grade 3	60	60	60	60	60
Grade 4	60	60	60	60	60
Grade 5	60	60	60	60	60
Grade 6	-	60	60	60	60
Grade 7			60	60	60
Grade 8				60	60
<b>Total Projected Enrollment</b>	<b>374</b>	<b>434</b>	<b>494</b>	<b>554</b>	<b>554</b>
Attendance Rate	95%	95%	95%	95%	95%
<i>Grade Span ADA Projection</i>					
TK-3	241.30	241.30	241.30	241.30	241.30
Grades 4-6	114.00	171.00	171.00	171.00	171.00
Grades 7-8	-	-	57.00	114.00	114.00
Grades 9-12	-	-	-	-	-
<b>Total Projected ADA</b>	<b>355.30</b>	<b>412.30</b>	<b>469.30</b>	<b>526.30</b>	<b>526.30</b>

## 1.2 Population & Demographics

California Republic Leadership Academy intends to enroll a student population that is reflective of the District it resides in. This budget reflects an average unduplicated pupil percentage of 20.61% throughout the five years of the charter. This is a conservative estimate based on the unduplicated pupil percentage of Capistrano Unified School District (CAPOUSD) which is currently at 27.44% according to the 2021-22 First Principal Apportionment estimates. It also assumes a Free or Reduced Price Meals population of 18.2% and English Learner Population of 5.5%, a conservative reflection of the student population in the geographic area.

## Revenues

### 2.1 Local Control Funding Formula

The Local Control Funding Formula (LCFF) was enacted in 2013-14. The LCFF revenues were projected for CRLA using the FCMAT LCFF Calculator version 23.1b and the base rate assumption for In-Lieu of Property Tax rates for Capistrano Unified School District's 2021-22 P-1 certification, which is \$7,478.12 per ADA. The following summarizes the LCFF revenue for CRLA, consisting of State Aid, and ILPT:

Description	2023-24	2024-25	2025-26	2026-27	2027-28
<b>A. REVENUES</b>					
<b>1. LCFF Sources</b>					
State Aid - Current Year	786,004.00	1,027,406.00	1,329,614.00	1,678,327.00	1,884,875.91
Education Protection Account (EPA) - Current Year	71,060.00	82,460.00	93,860.00	105,260.00	105,260.00
State Aid - Prior Years					
Transfers to Charter Schools in Lieu of Property Taxes	2,656,976.04	3,083,228.88	3,509,481.72	3,935,734.56	3,935,755.61
Other LCFF Transfers					
Total, LCFF Sources	3,514,040.04	4,193,094.88	4,932,955.72	5,719,321.56	5,925,891.51

### 2.2 Other Revenues

CRLA will comply with special education service needs and will work with El Dorado Special Education Local Planning Area (SELPA) to ensure resources are provided for compliance and effective delivery of special education services. Special Education revenues for CRLA has been projected based on the latest available El Dorado SELPA rates, currently projected at \$125/ADA for federal apportionment and \$820/ADA for State apportionment.

National School Lunch Program (NSLP) provides federal and state reimbursements for providing meals to students, based on parent/guardian income levels. The latest available reimbursement rates available on CDE has been used to project NSLP federal and state revenues for CRLA.

Based on 20.61% Unduplicated Pupil, 18.2% Free or Reduced Price Meals, and 5.5% English Learner percentages, CRLA conservatively estimated funding for its Title programs. The following is a summary of anticipated Federal funding, including the estimates for Title I, II, and IV:

Description	2023-24	2024-25	2025-26	2026-27	2027-28
<b>A. REVENUES</b>					
<b>2. Federal Revenues</b>					
No Child Left Behind	-	-	-	-	-
Special Education - Federal	-	51,537.50	58,662.50	65,787.50	65,787.50
Child Nutrition - Federal	50,490.00	60,347.70	68,690.70	77,033.70	77,033.70
Other Federal Revenues	-	-	-	-	-
Title I	22,685.00	26,324.30	29,963.61	33,602.91	33,602.91
Title II	9,842.00	11,420.93	12,999.86	14,578.79	14,578.79
Title III	-	-	-	-	-
Title IV	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
Title V	-	-	-	-	-
All Other Federal Revenues	-	-	-	-	-
Total, Federal Revenues	93,017.00	159,630.44	180,316.67	201,002.91	201,002.91

State Lottery funding has been budgeted at \$163/ADA for Non-Prop 20 and \$65/ADA for Prop 20. Furthermore, the school has budgeted for Mandate Block Grant at \$19.33/PY ADA for K-8, increasing incrementally based on the latest information available at SSC. The following is a summary of anticipated Other State funding for CRLA:

Description	2023-24	2024-25	2025-26	2026-27	2027-28
<b>A. REVENUES</b>					
<b>3. Other State Revenues</b>					
Special Education - State	291,346.00	338,086.00	384,826.00	431,566.00	431,566.00
Child Nutrition - State	168,300.00	201,159.00	228,969.00	256,779.00	256,779.00
School Facilities Apportionments	-	-	-	-	-
Mandated Cost Reimbursement	-	6,867.95	8,221.26	9,644.12	10,815.47
State Lottery Revenue	-	94,004.40	107,000.40	119,996.40	119,996.40
ASES	-	-	-	-	-
All Other State Revenues	-	-	-	-	-
Total, Other State Revenues	459,646.00	640,117.35	729,016.66	817,985.52	819,156.87

### 2.3 Local Revenue, Loans & Line of Credit

CRLA will apply for and expect to receive the CDE revolving loan of \$250,000. For conservatism, the budget did not include the CDE revolving loan.

CRLA anticipates receiving additional start-up funding from local fundraisers and philanthropic donations. To be conservative, these funds have not been included in the budget. If the school receives these additional start-up funds, it will further improve its income statement and cash flow.

The following is a summary of anticipated Local Revenue for CRLA:

Description	2023-24	2024-25	2025-26	2026-27	2027-28
<b>4. Other Local Revenues</b>					
Food Service Sales					
All Other Sales					
Interest	-	-	-	-	-
Donations	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00
All Other Fees and Contracts					
All Other Local Revenues	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00
Total, Local Revenues	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00

Total revenues for CRLA for the duration of the 5 years are shown below:

Description	2023-24	2024-25	2025-26	2026-27	2027-28
A. REVENUES					
5. TOTAL REVENUES	4,116,703.04	5,042,842.66	5,892,289.05	6,788,309.98	6,996,051.29

**Expenditures**

3.1 Salaries and Benefits

Projected salaries and benefits expenditures for the duration of the 5 year charter term are based on the staffing figures encapsulated below. The following table shows the anticipated staffing for CRLA in FTE:

<b>California Republic Leadership Academy</b>						
<b>Staffing &amp; Positions</b>						
<b>SALARY POSITIONS PROJECTION</b>	<b>OBJ Code</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>
<b>Positions Listed as FTE</b>						
Certificated Classroom Teacher	1100	13.00	15.00	17.00	19.00	19.00
PE, Art, Music Teacher	1100	1.00	1.00	2.00	2.00	2.00
Education Specialist	1100	1.00	1.00	2.00	2.00	2.00
Other Certificated (Counselor, Speech, OT)	1200	0.50	1.50	2.00	2.50	3.00
Principal	1300	1.00	1.00	1.00	1.00	1.00
Vice Principal	1300	-	1.00	1.00	1.00	1.00
Executive Director	1300	0.50	1.00	1.00	1.00	1.00
Instructional Aide	2100	3.44	4.13	4.81	5.50	5.50
Instructional Aide (SPED)	2100	0.69	1.38	2.06	2.06	2.06
Campus Monitors	2200	4.00	4.00	5.00	5.00	5.00
Custodian	2200	1.25	1.88	2.50	3.13	3.13
Meal Clerk	2200	1.00	1.00	1.00	1.00	1.00
Business Manager	2300	1.00	1.00	1.00	1.00	1.00
Campus Operations Manager	2300	1.00	1.00	1.00	1.00	1.00
Office Staff	2400	1.63	2.00	2.00	2.63	3.00
		31.00	37.88	45.38	49.81	50.69

Teacher salaries for the first year has been projected based on the salary schedule of surrounding Districts and Charter Schools. An average teacher cost (salaries & benefits) is projected to be \$86,024 in year 1 and will grow to \$98,965 by year 5. This includes a starting average teacher salary of \$67,316 in year 1 and a 3% annual salary increase. This competitive salary structure will ensure that CRLA recruits qualified talent. CRLA will have additional certificated staff (PE, Art, Music, SPED) to offer additional instructional support to teachers and students. The school will also have a full-time Principal and part-time Executive Director (full-time starting Y2), and a Vice Principal starting Year 2, to provide instructional, administrative, and operational leadership. Total certificated salaries in Y1 is \$1,264,648 growing to \$2,432,974 by Y5.

Description	2023-24	2024-25	2025-26	2026-27	2027-28
<b>B. EXPENDITURES</b>					
<b>1. Certificated Salaries</b>					
Certificated Teachers' Salaries	1,015,670.00	1,174,511.06	1,491,090.71	1,682,939.45	1,733,427.63
Certificated Stipends		-	-	-	-
Certificated Pupil Support Salaries	41,478.00	128,167.02	176,016.04	226,620.65	280,103.13
Certificated Supervisors' and Administrators' Salaries	207,500.00	383,850.00	395,365.50	407,226.47	419,443.26
Certificated Bonuses					
Other Certificated Salaries					
Total, Certificated Salaries	1,264,648.00	1,686,528.08	2,062,472.25	2,316,786.57	2,432,974.02

Non-certificated salaries include positions for Instructional Aides and Campus Monitors to further enhance the learning experience of the students and ensure their safety. In addition, Office Manager, Office Assistant, and Custodian will support with school operations, ensure school safety, and promote a positive learning environment. Business Manager and Campus Operations Manager positions will further support school operations and promote a productive school environment. In the out-years, the school will hire additional Instructional Aides and Campus Supervisors to support growth in enrollment. All of these positions will also assist in ensuring compliance with various reporting requirements with different agencies. Total non-certificated salaries are projected to be \$490,167 in year 1 and increase to \$782,974 in year 5, incorporating an annual salary increase of 3%.

Description	2023-24	2024-25	2025-26	2026-27	2027-28
<b>B. EXPENDITURES</b>					
<b>2. Non-certificated Salaries</b>					
Non-certificated Instructional Aides' Salaries	129,725.00	150,689.00	194,012.09	219,815.70	226,410.17
Non-certificated Support Salaries	161,880.00	184,349.40	233,822.36	259,522.66	267,308.34
Non-certificated Supervisors' and Administrators' Sal.	129,500.00	133,385.00	137,386.55	141,508.15	145,753.39
Clerical and Office Salaries	69,062.50	87,550.00	90,176.50	121,907.36	143,502.37
Non-certificated Bonuses					
Other Non-certificated Salaries					
Other Non-certificated Substitute					
Total, Non-certificated Salaries	490,167.50	555,973.40	655,397.50	742,753.86	782,974.27

The table below lists the total projected annual employer costs for all employee benefits for the duration of the 5-year charter term. These benefits are statutory and are determined by state and/or federal mandates and are based on current rate factors. Benefits differ by type of employee (certificated or classified) and by full-time, part-time, and/or hourly employee status. CRLA benefits projection includes expenses for Social Security, Medicare, worker's compensation, unemployment insurance, and 403(b) retirement benefits. CRLA will provide health benefits (medical, dental, vision, life) per eligible employees (employees working 30 hours or more per week) at a rate of \$7,500 per year, increasing in the out-years.

Description	2023-24	2024-25	2025-26	2026-27	2027-28
<b>B. EXPENDITURES</b>					
<b>3. Employee Benefits</b>					
OASDI/Medicare/Alternative, certificated positions	96,745.57	129,019.40	157,779.13	177,234.17	186,122.51
OASDI/Medicare/Alternative, classified positions	37,497.81	42,531.97	50,137.91	56,820.67	59,897.53
Health & Welfare Benefits, certificated positions	127,500.00	175,762.50	231,679.50	276,812.45	307,019.00
Health & Welfare Benefits, classified positions	64,687.50	73,575.00	89,107.50	103,197.62	116,455.48
State Unemployment Insurance, certificated positions	8,092.00	10,234.00	12,376.00	13,566.00	13,804.00
State Unemployment Insurance, classified positions	6,664.00	7,794.50	9,222.50	10,144.75	10,323.25
Workers' Compensation Insurance, certificated positions	15,175.78	20,238.34	24,749.67	27,801.44	29,195.69
Workers' Compensation Insurance, classified positions	5,882.01	6,671.68	7,864.77	8,913.05	9,395.69
Other Benefits, certificated positions	37,939.44	50,595.84	61,874.17	69,503.60	72,989.22
Other Benefits, classified positions	14,705.03	16,679.20	19,661.92	22,282.62	23,489.23
Total, Employee Benefits	414,889.14	533,102.43	664,453.06	766,276.36	828,691.61



### 3.2 Books and Supplies

Under Books and Supplies, many of the core programming cost projections are based on a per pupil allotment. Based on expense trends of similarly sized charter schools operating in Orange County, CRLA budgeted \$300 per student on approved textbooks and \$125 per student on books & other reference materials, resulting in a combined amount of \$114,406 in Y1 with increase in out-years based on new incoming students. CRLA expects to have a 1:1 student to computer ratio for all students, budgeting at \$375 per device. Expenses for laptop carts, teacher laptops, and furnishings are also included under non-capitalized equipment. The school also budgeted for replacement cost each year for approved textbooks, books & other reference materials, and student computers each year to accommodate for possible damaged/lost materials. CRLA also budgeted for costs associated with having vended meals delivered to the school to support the universal meal program.

Description	2023-24	2024-25	2025-26	2026-27	2027-28
<b>B. EXPENDITURES</b>					
<b>4. Books and Supplies</b>					
Approved Textbooks and Core Curricula Materials	69,994.10	89,706.92	104,310.98	119,710.54	116,693.99
Books and Other Reference Materials	44,412.50	53,083.63	62,235.05	71,887.78	74,044.41
Materials and Supplies	137,177.50	74,317.08	87,129.06	100,642.89	103,662.18
Noncapitalized Equipment	138,825.00	113,506.00	132,029.01	151,561.23	148,088.82
Food	235,620.00	281,622.60	330,173.30	381,383.58	392,825.08
Total, Books and Supplies	626,029.10	612,236.22	715,877.39	825,186.02	835,314.48

### 3.3 Services and Operating Expenses

Services and Operating expenditures have been calculated based on benchmark expenditures of similarly sized charter schools currently operating in Orange County. Travel has been budgeted at \$10/ADA and conferences budgeted at \$40/ADA, increasing in out-years for school leaders and educators to attend conferences and workshops such as the California Charter Schools Association (CCSA) and Charter School Development Center (CSDC). The school also budgeted for field trip expenses, dues and memberships (Edjoin, CCSA, SIS), general liability, business/back-office services, legal services, independent auditor fees, banking and accounting fees, and other operating costs using average charter school expenditures of similarly sized schools.

The school budgeted \$80/ADA in educational consultants and \$165/ADA in professional development to enhance teaching practices and improve the school's academic program. The funds will be used to continuously improve the quality of instruction and promote instructional leadership.

CRLA expects to secure a facility that will be more than adequate in operating a school that is reflective of the enrollment projections. The school expects to be renting a private facility. The budget includes the cost of a private commercial lease at 9% of the school's total revenue (\$370,503 in Y1), with rent increasing in the out-years (\$629,644 in Y5) to accommodate for the additional space necessary due to the increase in enrollment.

The school included El Dorado SELPA encroachment fees in the budget that align with current El Dorado SELPA rates, which is 3% of SPED revenue. Special Education Contractors cost include all outside service provider costs, which is currently estimated at \$375/ADA. With hiring of in-house special education service providers, CRLA expects the expense for SPED contractors to decrease in the out-years.

CRLA also budgeted \$125/ADA in Y1 with growth in out-years under communication to cover costs for telephone and Internet service, printing, postage, and marketing costs.

Description	2023-24	2024-25	2025-26	2026-27	2027-28
<b>B. EXPENDITURES</b>					
<b>5. Services and Other Operating Expenditures</b>					
Subagreements for Services					
Travel	3,553.00	4,184.85	4,834.85	5,503.41	5,585.96
Conference, Convention, Meeting	14,212.00	16,739.38	19,339.38	22,013.62	22,343.83
Field Trip	26,647.50	26,386.34	36,261.34	41,275.54	41,894.67
Dues and Memberships	55,071.50	57,825.08	60,716.33	63,752.15	66,939.75
Insurance	37,306.50	33,940.87	50,765.88	57,785.76	58,652.54
Operations and Housekeeping Services	51,518.50	54,094.43	56,799.15	59,639.10	62,621.06
Rent	370,503.27	453,855.84	530,306.01	610,947.90	629,644.62
Utilities	50,097.30	59,006.31	68,171.33	77,598.01	78,761.98
Repairs	25,226.30	29,712.40	34,327.41	39,074.18	39,660.29
Leasehold Improvement					
Other Services & Operating Expenses	36,240.60	42,685.42	49,315.43	56,134.73	56,976.75
Audit Fee	14,212.00	14,922.60	15,668.73	16,452.17	17,274.77
Business Services	84,000.00	96,000.00	108,000.00	114,000.00	120,000.00
Bank Charges	710.60	836.97	966.97	1,100.68	1,117.19
Education Consultants	28,424.00	33,478.76	38,678.77	44,027.24	44,687.65
Legal	23,094.50	22,201.49	23,311.57	24,477.15	25,701.00
Professional Development	58,624.50	61,549.94	79,774.96	90,806.19	92,168.28
Substitute Teachers (Third Party Vendors)	-	-	-	-	-
Contract Labor	44,412.50	46,633.13	48,964.78	51,413.02	53,983.67
Special Education Contractors	133,237.50	156,931.69	181,306.72	206,377.70	209,473.36
Special Education Encroachment (set-aside/admin)	8,740.38	11,688.71	13,304.66	14,920.61	14,920.61
Communications	44,412.50	52,310.56	60,435.57	68,792.57	69,824.45
Total, Services and Other Operating Expenditures	1,110,244.95	1,274,984.75	1,481,249.83	1,666,091.71	1,712,232.45

Under Other Outgo, CRLA budgeted for costs associated with cash flow loan and 1% District Oversight fee, as indicated below:

Description	2023-24	2024-25	2025-26	2026-27	2027-28
<b>B. EXPENDITURES</b>					
<b>7. Other Outgo</b>					
Tuition to Other Schools					
Transfers of Pass-through Revenues to Other LEAs					
Transfers of Apportionments to Other LEAs - Spec. Ed.					
Transfers of Apportionments to Other LEAs - All Other					
All Other Transfers					
Debt Service:					
Interest	42,000.00	26,834.00	17,500.00	7,000.00	
Principal					
District Oversight Fee	35,140.40	41,930.95	49,329.56	57,193.22	59,258.92
Total, Other Outgo	77,140.40	68,764.95	66,829.56	64,193.22	59,258.92

Total Expenses for CRLA for the duration of the 5 years are shown below:

Description	2023-24	2024-25	2025-26	2026-27	2027-28
<b>B. EXPENDITURES</b>					
<b>8. TOTAL EXPENDITURES</b>	3,983,119.09	4,731,589.83	5,646,279.59	6,381,287.73	6,651,445.74

### 3.4 Net Income and Reserve Requirement

In each fiscal year, CRLA plans to exceed a budget reserve equal to 5% of total annual operating expenditures or \$50,000.

Description	2023-24	2024-25	2025-26	2026-27	2027-28
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>	133,583.95	311,252.83	246,009.46	407,022.25	344,605.54

## Cash Flow

This financial statement shows positive cash flow months throughout the 5 years of operations. Included in the cash flow is an investor loan of \$600,000, which will help CRLA with initial start-up costs and buffer cash deficit until funding catches up with the school's operational expenditures. The school will be able to pay back \$200,000 in year 1 and fully pay back the loan in year 4. As mentioned previously, although CRLA anticipates receiving PCSGP start-up grant and CDE revolving loan, these funds have not been included in the budget for conservative purposes. Receipt of these two funds will reduce the borrowing needs.

CRLA will engage in active fundraising activities and will request donations from the community to further help with start-up and operational costs. If needed, CRLA will establish a Line of Credit or establish a similar source of capital if the school is faced with unexpected costs/loss of revenue/State deferrals that have not been anticipated in this budget.

The school will engage in conservative budget management and implement a fiscal control policy that is approved by the governing board. Strong fiscal management by school leaders and business consultants will result in fiscal solvency and positive financial position.

# EXHIBITS

## California Republic Leadership Academy

### Enrollment and ADA Projections

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
<i>Enrollment Projection By Grade Level</i>					
TK	24	24	24	24	24
Kinder	50	50	50	50	50
Grade 1	60	60	60	60	60
Grade 2	60	60	60	60	60
Grade 3	60	60	60	60	60
Grade 4	60	60	60	60	60
Grade 5	60	60	60	60	60
Grade 6	-	60	60	60	60
Grade 7			60	60	60
Grade 8				60	60
Grade 9					
Grade 10					
Grade 11					
Grade 12					
<b>Total Projected Enrollment</b>	<b>374</b>	<b>434</b>	<b>494</b>	<b>554</b>	<b>554</b>
Attendance Rate	95%	95%	95%	95%	95%
<i>Grade Span ADA Projection</i>					
TK-3	241.30	241.30	241.30	241.30	241.30
Grades 4-6	114.00	171.00	171.00	171.00	171.00
Grades 7-8	-	-	57.00	114.00	114.00
Grades 9-12	-	-	-	-	-
<b>Total Projected ADA</b>	<b>355.30</b>	<b>412.30</b>	<b>469.30</b>	<b>526.30</b>	<b>526.30</b>

# California Republic Leadership Academy

## Staffing & Positions

SALARY POSITIONS PROJECTION	OBJ Code	2023-24	2024-25	2025-26	2026-27	2027-28
<b>Positions Listed as FTE</b>						
Certificated Classroom Teacher	1100	13.00	15.00	17.00	19.00	19.00
PE, Art, Music Teacher	1100	1.00	1.00	2.00	2.00	2.00
Education Specialist	1100	1.00	1.00	2.00	2.00	2.00
Other Certificated (Counselor, Speech, OT)	1200	0.50	1.50	2.00	2.50	3.00
Principal	1300	1.00	1.00	1.00	1.00	1.00
Vice Principal	1300	-	1.00	1.00	1.00	1.00
Executive Director	1300	0.50	1.00	1.00	1.00	1.00
Instructional Aide	2100	3.44	4.13	4.81	5.50	5.50
Instructional Aide (SPED)	2100	0.69	1.38	2.06	2.06	2.06
Campus Monitors	2200	4.00	4.00	5.00	5.00	5.00
Custodian	2200	1.25	1.88	2.50	3.13	3.13
Meal Clerk	2200	1.00	1.00	1.00	1.00	1.00
Other Classified 1	2200	-	-	-	-	-
Other Classified 2	2200	-	-	-	-	-
Other Classified 3	2200	-	-	-	-	-
Business Manager	2300	1.00	1.00	1.00	1.00	1.00
Campus Operations Manager	2300	1.00	1.00	1.00	1.00	1.00
Office Staff	2400	1.63	2.00	2.00	2.63	3.00
		31.00	37.88	45.38	49.81	50.69
<i>Health Benefits Eligible - Cert</i>		<i>17.00</i>	<i>21.50</i>	<i>26.00</i>	<i>28.50</i>	<i>29.00</i>
<i>Health Benefits Eligible - Class</i>		<i>8.63</i>	<i>9.00</i>	<i>10.00</i>	<i>10.63</i>	<i>11.00</i>

<b>BUDGET REPORT ASSUMPTIONS</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>
<b>Projected Enrollment</b>					
Grades K-3	254	254	254	254	254
Grades 4-6	120	180	180	180	180
Grades 7-8	0	0	60	120	120
Grades 9-12	0	0	0	0	0
Total Enrollment	374	434	494	554	554
Percent Change Over Prior Year	--	16.04%	13.82%	12.15%	27.65%
<b>Projected P-2 ADA</b>					
Grades K-3	241.30	241.30	241.30	241.30	241.30
Grades 4-6	114.00	171.00	171.00	171.00	171.00
Grades 7-8	-	-	57.00	114.00	114.00
Grades 9-12	-	-	-	-	-
Total ADA	355.30	412.30	469.30	526.30	526.30
Percent Change Over Prior Year	--	16.04%	13.82%	12.15%	27.65%
<b>ADA to Enrollment Ratio</b>	<b>0.95</b>	<b>0.95</b>	<b>0.95</b>	<b>0.95</b>	<b>0.95</b>
<b>Revenue Assumptions</b>					
Special Education (State)	820.00	820.00	820.00	820.00	820.00
Special Education (Federal)	125.00	125.00	125.00	125.00	125.00
Mandate Block Grant K-8	19.33	19.94	20.55	20.55	20.55
Mandate Block Grant 9-12	53.72	55.41	57.10	57.10	57.10
Lottery (Prop 20)	65.00	65.00	65.00	65.00	65.00
Lottery (Non-Prop 20)	163.00	163.00	163.00	163.00	163.00
<b>Salaries &amp; Benefits Assumptions</b>					
Certificated Classroom Teacher	67,316.00	69,335.48	71,415.54	73,558.01	75,764.75
PE, ART, Music Teacher	60,062.00	61,863.86	63,719.78	65,631.37	67,600.31
Education Specialist	70,500.00	72,615.00	74,793.45	77,037.25	79,348.37
Other Certificated (Counselor, Speech, OT)	82,956.00	85,444.68	88,008.02	90,648.26	93,367.71
Principal	120,000.00	123,600.00	127,308.00	131,127.24	135,061.06
Vice Principal	-	80,000.00	82,400.00	84,872.00	87,418.16
Executive Director	175,000.00	180,250.00	185,657.50	191,227.23	196,964.04
Instructional Aide	17.50	18.03	18.57	19.12	19.70
Instructional Aide (SPED)	17.50	18.03	18.57	19.12	19.70
Campus Monitors	16.00	16.48	16.97	17.48	18.01
Custodian	18.00	18.54	19.10	19.67	20.26
Meal Clerk	20.00	20.60	21.22	21.85	22.51
Business Manager	67,000.00	69,010.00	71,080.30	73,212.71	75,409.09
Campus Operations Manager	62,500.00	64,375.00	66,306.25	68,295.44	70,344.30
Office Staff	42,500.00	43,775.00	45,088.25	46,440.90	47,834.12
Health and Welfare Cost per Employee	7,500	8,175	8,911	9,713	10,587
STRS	19.10%	19.10%	19.10%	19.10%	19.10%
PERS	25.20%	24.60%	23.70%	23.70%	23.70%
Other Benefits - Up to 3% match	3%	3%	3%	3%	3%

<b>Books &amp; Supplies (Cost Per ADA unless noted otherwise)</b>					
Approved Textbooks (New Students)	300	309	318	328	338
Approved Textbooks (Returning Students)	197	203	209	215	222
Books & Other Reference Materials	125	129	133	137	141
Materials and Supplies	175	180	186	191	197
Noncapitalized Equipment (New Students)	375	386	398	410	422
Noncapitalized Equipment (Returning Students)	250	258	265	273	281
Food	630	649	668	688	709
<b>Services &amp; Operating (Cost Per ADA unless noted otherwise)</b>					
Travel	10	10	10	10	11
Conference, Convention, Meeting	40	41	41	42	42
Field Trip	75	76	77	78	80
Dues and Memberships	155	157	160	162	165
Insurance	105	107	108	110	111
Operations and Housekeeping	145	147	149	152	154
Rent	Estimated at 9% of Revenue				
Utilities	141	143	145	147	150
Repairs	71	72	73	74	75
Leasehold Improvement	Fixed Cost Per Project				
Other Services & Operating	102	104	105	107	108
Audit	40	41	41	42	42
Business Services	Flat Fee Per Annum				
Bank Charges	2	2	2	2	2
Education Consultants	80	81	82	84	85
Legal	65	66	67	68	69
Professional Development	165	167	170	173	175
Substitute Teachers	-	-	-	-	-
Contract Labor	125	127	129	131	133
Special Education Contractors	375	381	386	392	398
Special Education (set-aside/admin)	3% of SPED Funding				
Communication	125	127	129	131	133
<b>Administrative Service Agreements</b>					
Oversight Fees to Authorizer (1 or 3 percent)	1%	1%	1%	1%	1%
Authorizer Oversight Annual Fee	35,140	41,931	49,330	57,193	59,259



**California Republic Leadership Academy**

**Multi-Year Projection**

This charter school uses the following basis of accounting:

- Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2023-24	2024-25	2025-26	2026-27	2027-28	Assumptions
<b>A. REVENUES</b>							
<b>1. LCFF Sources</b>							
State Aid - Current Year	8011	786,004.00	1,027,406.00	1,329,614.00	1,678,327.00	1,884,875.91	
Education Protection Account (EPA) - Current Year	8012	71,060.00	82,460.00	93,860.00	105,260.00	105,260.00	
State Aid - Prior Years	8019						
Transfers to Charter Schools in Lieu of Property Taxes	8096	2,656,976.04	3,083,228.88	3,509,481.72	3,935,734.56	3,935,755.61	
Other LCFF Transfers	8091, 8097						
Total, LCFF Sources		3,514,040.04	4,193,094.88	4,932,955.72	5,719,321.56	5,925,891.51	
<b>2. Federal Revenues</b>							
No Child Left Behind	8290	-	-	-	-	-	
Special Education - Federal	8181, 8182	-	51,537.50	58,662.50	65,787.50	65,787.50	
Child Nutrition - Federal	8220	50,490.00	60,347.70	68,690.70	77,033.70	77,033.70	
Other Federal Revenues		-	-	-	-	-	
Title I		22,685.00	26,324.30	29,963.61	33,602.91	33,602.91	
Title II		9,842.00	11,420.93	12,999.86	14,578.79	14,578.79	
Title III	8110, 8260-8299	-	-	-	-	-	
Title IV		10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	
Title V		-	-	-	-	-	
All Other Federal Revenues		-	-	-	-	-	
Total, Federal Revenues		93,017.00	159,630.44	180,316.67	201,002.91	201,002.91	
<b>3. Other State Revenues</b>							
Special Education - State	8311	291,346.00	338,086.00	384,826.00	431,566.00	431,566.00	
Child Nutrition - State	8520	168,300.00	201,159.00	228,969.00	256,779.00	256,779.00	
School Facilities Apportionments	8545	-	-	-	-	-	
Mandated Cost Reimbursement	8550	-	6,867.95	8,221.26	9,644.12	10,815.47	
State Lottery Revenue	8560	-	94,004.40	107,000.40	119,996.40	119,996.40	
ASES	8590	-	-	-	-	-	
All Other State Revenues	8590	-	-	-	-	-	
Total, Other State Revenues		459,646.00	640,117.35	729,016.66	817,985.52	819,156.87	
<b>4. Other Local Revenues</b>							
Food Service Sales	8634						
All Other Sales	8639						
Interest	8660	-	-	-	-	-	
Donations	8682	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	
All Other Fees and Contracts	8689						
All Other Local Revenues	8699	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	
Total, Local Revenues		50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	
<b>5. TOTAL REVENUES</b>							
		4,116,703.04	5,042,842.66	5,892,289.05	6,788,309.98	6,996,051.29	

**B. EXPENDITURES****1. Certificated Salaries**

Certificated Teachers' Salaries	1100	1,015,670.00	1,174,511.06	1,491,090.71	1,682,939.45	1,733,427.63
Certificated Stipends	1101	-	-	-	-	-
Certificated Pupil Support Salaries	1200	41,478.00	128,167.02	176,016.04	226,620.65	280,103.13
Certificated Supervisors' and Administrators' Salaries	1300	207,500.00	383,850.00	395,365.50	407,226.47	419,443.26
Certificated Bonuses	1400					
Other Certificated Salaries	1900					
Total, Certificated Salaries		1,264,648.00	1,686,528.08	2,062,472.25	2,316,786.57	2,432,974.02

**2. Non-certificated Salaries**

Non-certificated Instructional Aides' Salaries	2100	129,725.00	150,689.00	194,012.09	219,815.70	226,410.17
Non-certificated Support Salaries	2200	161,880.00	184,349.40	233,822.36	259,522.66	267,308.34
Non-certificated Supervisors' and Administrators' Sal.	2300	129,500.00	133,385.00	137,386.55	141,508.15	145,753.39
Clerical and Office Salaries	2400	69,062.50	87,550.00	90,176.50	121,907.36	143,502.37
Non-certificated Bonuses	2600					
Other Non-certificated Salaries	2900					
Other Non-certificated Substitute	2935					
Total, Non-certificated Salaries		490,167.50	555,973.40	655,397.50	742,753.86	782,974.27

**3. Employee Benefits**

State Teachers' Retirement System, certificated positions	3101					
State Teachers' Retirement System, classified positions	3102					
Public Employees' Retirement System, certificated	3201					
Public Employees' Retirement System, classified positions	3202					
OASDI/Medicare/Alternative, certificated positions	3301	96,745.57	129,019.40	157,779.13	177,234.17	186,122.51
OASDI/Medicare/Alternative, classified positions	3302	37,497.81	42,531.97	50,137.91	56,820.67	59,897.53
Health & Welfare Benefits, certificated positions	3401	127,500.00	175,762.50	231,679.50	276,812.45	307,019.00
Health & Welfare Benefits, classified positions	3402	64,687.50	73,575.00	89,107.50	103,197.62	116,455.48
State Unemployment Insurance, certificated positions	3501	8,092.00	10,234.00	12,376.00	13,566.00	13,804.00
State Unemployment Insurance, classified positions	3502	6,664.00	7,794.50	9,222.50	10,144.75	10,323.25
State Employment Training Tax, certificated positions	3511					
State Employment Training Tax, classified positions	3512					
Workers' Compensation Insurance, certificated positions	3601	15,175.78	20,238.34	24,749.67	27,801.44	29,195.69
Workers' Compensation Insurance, classified positions	3602	5,882.01	6,671.68	7,864.77	8,913.05	9,395.69
OPEB, Allocated, certificated positions	3701					
OPEB, Allocated, classified positions	3702					
OPEB, Active Employees, certificated positions	3751					
OPEB, Active Employees, classified positions	3752					
PERS Reduction, certificated positions	3801					
PERS Reduction, classified positions	3802					
Other Benefits, certificated positions	3901	37,939.44	50,595.84	61,874.17	69,503.60	72,989.22
Other Benefits, classified positions	3902	14,705.03	16,679.20	19,661.92	22,282.62	23,489.23
Employee benefits - not pension	3998					
Employer Paid Taxes	3999					
Total, Employee Benefits		414,889.14	533,102.43	664,453.06	766,276.36	828,691.61

**4. Books and Supplies**

Approved Textbooks and Core Curricula Materials	4100	69,994.10	89,706.92	104,310.98	119,710.54	116,693.99
Books and Other Reference Materials	4200	44,412.50	53,083.63	62,235.05	71,887.78	74,044.41
Materials and Supplies	4300	137,177.50	74,317.08	87,129.06	100,642.89	103,662.18
Noncapitalized Equipment	4400	138,825.00	113,506.00	132,029.01	151,561.23	148,088.82

Food	4700	235,620.00	281,622.60	330,173.30	381,383.58	392,825.08
Total, Books and Supplies		626,029.10	612,236.22	715,877.39	825,186.02	835,314.48
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100					
Travel	5210	3,553.00	4,184.85	4,834.85	5,503.41	5,585.96
Conference, Convention, Meeting	5220	14,212.00	16,739.38	19,339.38	22,013.62	22,343.83
Field Trip	5240	26,647.50	26,386.34	36,261.34	41,275.54	41,894.67
Dues and Memberships	5300	55,071.50	57,825.08	60,716.33	63,752.15	66,939.75
Insurance	5400	37,306.50	33,940.87	50,765.88	57,785.76	58,652.54
Operations and Housekeeping Services	5500	51,518.50	54,094.43	56,799.15	59,639.10	62,621.06
Rent	5610	370,503.27	453,855.84	530,306.01	610,947.90	629,644.62
Utilities	5620	50,097.30	59,006.31	68,171.33	77,598.01	78,761.98
Repairs	5640	25,226.30	29,712.40	34,327.41	39,074.18	39,660.29
Leasehold Improvement	5650					
Other Services & Operating Expenses	5800	36,240.60	42,685.42	49,315.43	56,134.73	56,976.75
Audit Fee	5810	14,212.00	14,922.60	15,668.73	16,452.17	17,274.77
Business Services	5813	84,000.00	96,000.00	108,000.00	114,000.00	120,000.00
Bank Charges	5815	710.60	836.97	966.97	1,100.68	1,117.19
Education Consultants	5817	28,424.00	33,478.76	38,678.77	44,027.24	44,687.65
Legal	5830	23,094.50	22,201.49	23,311.57	24,477.15	25,701.00
Professional Development	5840	58,624.50	61,549.94	79,774.96	90,806.19	92,168.28
Substitute Teachers (Third Party Vendors)	5851					
Contract Labor	5852	44,412.50	46,633.13	48,964.78	51,413.02	53,983.67
Special Education Contractors	5869	133,237.50	156,931.69	181,306.72	206,377.70	209,473.36
Special Education Encroachment (set-aside/admin)	5872	8,740.38	11,688.71	13,304.66	14,920.61	14,920.61
Communications	5900	44,412.50	52,310.56	60,435.57	68,792.57	69,824.45
Total, Services and Other Operating Expenditures		1,110,244.95	1,274,984.75	1,481,249.83	1,666,091.71	1,712,232.45
<b>6. Capital Outlay</b>						
<i>(Objects 6100-6170, 6200-6500 modified accrual basis only)</i>						
Land and Land Improvements	6100-6170					
Buildings and Improvements of Buildings	6200					
Books and Media for New School Libraries or Major Expansion of School Libraries	6300					
Equipment	6400					
Equipment Replacement	6500					
Depreciation Expense (for full accrual only)	6900					
Total, Capital Outlay		-	-	-	-	-

<b>7. Other Outgo</b>							
Tuition to Other Schools	7110-7143						
Transfers of Pass-through Revenues to Other LEAs	7211-7213						
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE						
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO						
All Other Transfers	7281-7299						
Debt Service:							
Interest	7438	42,000.00	26,834.00	17,500.00	7,000.00		
Principal	7439						
District Oversight Fee	7500	35,140.40	41,930.95	49,329.56	57,193.22	59,258.92	Assumes 1% of local control
Total, Other Outgo		77,140.40	68,764.95	66,829.56	64,193.22	59,258.92	
<b>8. TOTAL EXPENDITURES</b>		3,983,119.09	4,731,589.83	5,646,279.59	6,381,287.73	6,651,445.74	
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		133,583.95	311,252.83	246,009.46	407,022.25	344,605.54	
<b>D. OTHER FINANCING SOURCES / USES</b>							
1. Other Sources	8930-8979	-	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	-	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		133,583.95	311,252.83	246,009.46	407,022.25	344,605.54	

**California Republic Leadership Academy**

**Cash Flow  
2023-24**

		July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total	Budget	Variance	
Beginning Cash Balance		July 1 Cash =	-	304,076	96,353	66,600	320,811	260,880	198,333	303,538	321,986	498,104	505,998	506,760				
<b>A. REVENUES</b>																		
1.	Total, LCOFF Sources	-	159,419	318,837	521,145	212,558	212,558	371,804	283,298	442,717	274,494	256,729	185,988	274,494	3,514,040	3,514,040	-	
2.	Total, Federal Revenues	-	-	-	5,049	15,681	5,049	5,049	15,681	5,049	5,049	15,681	5,049	15,681	93,017	93,017	-	
3.	Total, Other State Revenues	-	14,567	14,567	43,051	43,051	43,051	43,051	43,051	43,051	43,051	43,051	43,051	43,051	459,646	459,646	-	
4.	Total, Local Revenues	-	-	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	50,000	50,000	-	
<b>5. TOTAL REVENUES</b>		-	173,986	338,404	574,245	276,290	265,658	424,904	347,030	495,817	327,594	320,461	239,088	333,226	4,116,703	4,116,703	-	
<b>B. EXPENDITURES</b>																		
1.	Certificated Salaries	1000-1999	105,387	105,387	105,387	105,387	105,387	105,387	105,387	105,387	105,387	105,387	105,387	105,387	-	1,264,648	1,264,648	-
2.	Non-certificated Salaries	2000-2999	30,037	41,830	41,830	41,830	41,830	41,830	41,830	41,830	41,830	41,830	41,830	41,830	-	490,168	490,168	-
3.	Employee Benefits	3000-3999	33,146	34,704	34,704	34,704	34,704	34,704	34,704	34,704	34,704	34,704	34,704	34,704	-	414,889	414,889	-
4.	Books and Supplies	4000-4999	46,138	118,248	78,873	43,249	50,937	50,937	42,054	50,937	42,054	42,054	42,054	18,492	-	626,029	626,029	-
5.	Services and Other Operating Expenditures	5000-5999	77,716	78,039	103,863	91,363	99,863	91,847	92,224	92,224	92,224	92,224	92,224	14,212	1,110,245	1,110,245	-	
6.	Capital Outlay	6000-6599	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
7.	Other Outgo	7100-7299	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	35,140	77,140	77,140	-	
<b>8. TOTAL EXPENDITURES</b>			295,924	381,709	368,157	320,034	336,221	328,205	319,699	328,582	319,699	319,699	296,137	49,352	3,983,119	3,983,119	-	
<b>C. Operating Cash Flow</b>			(295,924)	(207,723)	(29,753)	254,211	(59,931)	(62,547)	105,205	18,448	176,118	7,894	761	(57,049)	283,873	133,584	133,584	
<b>D. OTHER FINANCING SOURCES / USES</b>																		
1.	Other Sources	8930-8979																
2.	Less: Other Uses	7630-7699																
<b>E. PRIOR YEAR TRANSACTIONS</b>																		
1.	ACCOUNTS RECEIVABLE																	
2.	PREPAID EXPENDITURES																	
3.	ACCOUNTS PAYABLE																	
4.	LOANS PAYABLE	0	(600,000)										200,000		400,000			
<b>NET PRIOR YEAR TRANSACTIONS</b>			600,000	-	-	-	-	-	-	-	-	-	(200,000)	-				
<b>F. ENDING CASH BALANCE</b>			304,076	96,353	66,600	320,811	260,880	198,333	303,538	321,986	498,104	505,998	506,760	249,711				

**Cash Flow**  
**2024-25**

		July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total	Budget	Variance
Beginning Cash Balance		July 1 Cash =	249,711	237,573	73,634	88,017	46,621	55,400	45,479	97,944	140,490	415,980	446,989	369,902			
<b>A. REVENUES</b>																	
1.	Total, LCOFF Sources	43,151	228,145	447,659	344,945	324,330	324,330	344,945	357,207	542,201	346,990	326,375	215,826	346,990	4,193,095	4,193,095	-
2.	Total, Federal Revenues	-	-	-	6,035	17,971	6,035	6,035	17,971	31,804	6,035	17,971	18,919	30,855	159,630	159,630	-
3.	Total, Other State Revenues	-	16,904	16,904	50,544	57,412	50,544	74,045	50,544	74,045	50,544	50,544	74,045	74,045	640,117	640,117	-
4.	Total, Local Revenues	-	-	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	50,000	50,000	-
<b>5. TOTAL REVENUES</b>		<b>43,151</b>	<b>245,049</b>	<b>469,564</b>	<b>406,524</b>	<b>404,713</b>	<b>385,909</b>	<b>430,025</b>	<b>430,722</b>	<b>653,049</b>	<b>408,568</b>	<b>399,890</b>	<b>313,790</b>	<b>451,890</b>	<b>5,042,843</b>	<b>5,042,843</b>	<b>-</b>
<b>B. EXPENDITURES</b>																	
1.	Certificated Salaries	1000-1999	140,544	140,544	140,544	140,544	140,544	140,544	140,544	140,544	140,544	140,544	140,544	-	1,686,528	1,686,528	-
2.	Non-certificated Salaries	2000-2999	33,774	47,473	47,473	47,473	47,473	47,473	47,473	47,473	47,473	47,473	47,473	-	555,973	555,973	-
3.	Employee Benefits	3000-3999	42,761	44,576	44,576	44,576	44,576	44,576	44,576	44,576	44,576	44,576	44,576	-	533,102	533,102	-
4.	Books and Supplies	4000-4999	22,408	84,347	102,346	107,585	47,099	47,099	36,483	47,099	36,483	36,483	36,483	8,321	612,236	612,236	-
5.	Services and Other Operating Expenditures	5000-5999	97,341	89,715	117,908	105,408	113,908	113,804	106,150	106,150	106,150	106,150	106,150	-	1,274,985	1,274,985	-
6.	Capital Outlay	6000-6599	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7.	Other Outgo	7100-7299	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	1,750	1,750	41,931	68,765	68,765	-
<b>8. TOTAL EXPENDITURES</b>		<b>339,162</b>	<b>408,989</b>	<b>455,180</b>	<b>447,920</b>	<b>395,934</b>	<b>395,830</b>	<b>377,559</b>	<b>388,176</b>	<b>377,559</b>	<b>377,559</b>	<b>376,976</b>	<b>348,814</b>	<b>41,931</b>	<b>4,731,590</b>	<b>4,731,590</b>	<b>-</b>
<b>C. Operating Cash Flow</b>		<b>(296,011)</b>	<b>(163,939)</b>	<b>14,384</b>	<b>(41,396)</b>	<b>8,779</b>	<b>(9,921)</b>	<b>52,465</b>	<b>42,546</b>	<b>275,490</b>	<b>31,009</b>	<b>22,913</b>	<b>(35,024)</b>	<b>409,959</b>	<b>311,253</b>	<b>311,253</b>	<b>-</b>
<b>D. OTHER FINANCING SOURCES / USES</b>																	
1.	Other Sources	8930-8979													-	-	-
2.	Less: Other Uses	7630-7699													-	-	-
<b>E. PRIOR YEAR TRANSACTIONS</b>																	
1.	ACCOUNTS RECEIVABLE		333,226														
2.	PREPAID EXPENDITURES																
3.	ACCOUNTS PAYABLE		49,352														
4.	LOANS PAYABLE	400,000										100,000			300,000		
<b>NET PRIOR YEAR TRANSACTIONS</b>			<b>283,873</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(100,000)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>F. ENDING CASH BALANCE</b>		<b>237,573</b>	<b>73,634</b>	<b>88,017</b>	<b>46,621</b>	<b>55,400</b>	<b>45,479</b>	<b>97,944</b>	<b>140,490</b>	<b>415,980</b>	<b>446,989</b>	<b>369,902</b>	<b>334,878</b>				

**Cash Flow**  
**2025-26**

		July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total	Budget	Variance	
Beginning Cash Balance		July 1 Cash =	334,878	399,294	153,286	164,921	160,878	163,360	141,902	192,440	230,236	334,199	359,881	375,340				
<b>A. REVENUES</b>																		
1.	Total, LCOFF Sources	57,311	267,880	524,298	407,383	383,918	383,918	407,383	420,597	631,166	408,967	385,502	245,664	408,967	4,932,956	4,932,956	-	
2.	Total, Federal Revenues	-	-	-	6,869	20,110	6,869	6,869	20,110	36,200	6,869	20,110	21,535	34,776	180,317	180,317	-	
3.	Total, Other State Revenues	-	19,241	19,241	57,531	65,753	57,531	84,281	57,531	84,281	57,531	57,531	84,281	84,281	729,017	729,017	-	
4.	Total, Local Revenues	-	-	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	50,000	50,000	-	
<b>5. TOTAL REVENUES</b>		57,311	287,121	548,539	476,784	474,781	453,319	503,534	503,238	756,648	478,368	468,144	356,480	528,024	5,892,289	5,892,289	-	
<b>B. EXPENDITURES</b>																		
1.	Certificated Salaries	1000-1999	171,873	171,873	171,873	171,873	171,873	171,873	171,873	171,873	171,873	171,873	171,873	171,873	-	2,062,472	2,062,472	-
2.	Non-certificated Salaries	2000-2999	38,449	56,086	56,086	56,086	56,086	56,086	56,086	56,086	56,086	56,086	56,086	56,086	-	655,397	655,397	-
3.	Employee Benefits	3000-3999	53,228	55,566	55,566	55,566	55,566	55,566	55,566	55,566	55,566	55,566	55,566	55,566	-	664,453	664,453	-
4.	Books and Supplies	4000-4999	26,122	144,256	117,401	73,285	56,258	56,258	43,811	56,258	43,811	43,811	43,811	10,794	-	715,877	715,877	-
5.	Services and Other Operating Expenditures	5000-5999	111,433	103,598	134,229	122,266	130,766	133,243	123,909	123,909	124,474	124,474	124,474	124,474	-	1,481,250	1,481,250	-
6.	Capital Outlay	6000-6599	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7.	Other Outgo	7100-7299	1,750	1,750	1,750	1,750	1,750	1,750	1,750	875	875	875	875	49,330	66,830	66,830	-	
<b>8. TOTAL EXPENDITURES</b>		402,854	533,129	536,904	480,826	472,299	474,777	452,995	465,442	452,685	452,685	452,685	419,668	49,330	5,646,280	5,646,280	-	
<b>C. Operating Cash Flow</b>		(345,543)	(246,007)	11,635	(4,043)	2,481	(21,458)	50,538	37,796	303,963	25,682	15,458	(63,188)	478,695	246,009	246,009		
<b>D. OTHER FINANCING SOURCES / USES</b>																		
1.	Other Sources	8930-8979													-	-	-	
2.	Less: Other Uses	7630-7699													-	-	-	
<b>E. PRIOR YEAR TRANSACTIONS</b>																		
1.	ACCOUNTS RECEIVABLE	451,890																
2.	PREPAID EXPENDITURES																	
3.	ACCOUNTS PAYABLE	41,931																
4.	LOANS PAYABLE	300,000								200,000					100,000			
<b>NET PRIOR YEAR TRANSACTIONS</b>		409,959	-	-	-	-	-	-	-	(200,000)	-	-	-	-				
<b>F. ENDING CASH BALANCE</b>		399,294	153,286	164,921	160,878	163,360	141,902	192,440	230,236	334,199	359,881	375,340	312,151					

**Cash Flow**  
**2026-27**

		July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total	Budget	Variance
Beginning Cash Balance		July 1 Cash =	312,151	411,290	144,964	172,494	180,917	196,524	183,856	252,256	304,664	655,940	695,137	722,565			
<b>A. REVENUES</b>																	
1.	Total, LCOFF Sources	73,745	309,889	605,029	473,914	447,599	447,599	473,914	488,286	724,430	475,244	448,929	275,501	475,244	5,719,322	5,719,322	-
2.	Total, Federal Revenues	-	-	-	7,703	22,249	7,703	7,703	22,249	40,597	7,703	22,249	24,150	38,696	201,003	201,003	-
3.	Total, Other State Revenues	-	21,578	21,578	64,519	74,163	64,519	94,518	64,519	94,518	64,519	64,519	94,518	94,518	817,986	817,986	-
4.	Total, Local Revenues	-	-	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	50,000	50,000	-
<b>5. TOTAL REVENUES</b>		<b>73,745</b>	<b>331,467</b>	<b>631,607</b>	<b>551,136</b>	<b>549,011</b>	<b>524,821</b>	<b>581,135</b>	<b>580,054</b>	<b>864,545</b>	<b>552,466</b>	<b>540,696</b>	<b>399,170</b>	<b>608,457</b>	<b>6,788,310</b>	<b>6,788,310</b>	<b>-</b>
<b>B. EXPENDITURES</b>																	
1.	Certificated Salaries	193,066	193,066	193,066	193,066	193,066	193,066	193,066	193,066	193,066	193,066	193,066	193,066	-	2,316,787	2,316,787	-
2.	Non-certificated Salaries	43,578	63,561	63,561	63,561	63,561	63,561	63,561	63,561	63,561	63,561	63,561	63,561	-	742,754	742,754	-
3.	Employee Benefits	61,435	64,076	64,076	64,076	64,076	64,076	64,076	64,076	64,076	64,076	64,076	64,076	-	766,276	766,276	-
4.	Books and Supplies	30,039	160,133	133,278	84,416	65,918	65,918	51,541	65,918	51,541	51,541	51,541	13,402	-	825,186	825,186	-
5.	Services and Other Operating Expenditures	124,600	116,374	149,511	137,011	146,199	150,284	139,908	140,441	140,441	140,441	140,441	140,441	-	1,666,092	1,666,092	-
6.	Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7.	Other Outgo	583	583	583	583	583	583	583	583	583	583	583	583	57,193	64,193	64,193	-
<b>8. TOTAL EXPENDITURES</b>		<b>453,301</b>	<b>597,793</b>	<b>604,076</b>	<b>542,714</b>	<b>533,404</b>	<b>537,489</b>	<b>512,735</b>	<b>527,646</b>	<b>513,269</b>	<b>513,269</b>	<b>513,269</b>	<b>475,130</b>	<b>57,193</b>	<b>6,381,288</b>	<b>6,381,288</b>	<b>-</b>
<b>C. Operating Cash Flow</b>		<b>(379,556)</b>	<b>(266,326)</b>	<b>27,531</b>	<b>8,423</b>	<b>15,607</b>	<b>(12,668)</b>	<b>68,400</b>	<b>52,407</b>	<b>351,277</b>	<b>39,197</b>	<b>27,428</b>	<b>(75,961)</b>	<b>551,264</b>	<b>407,022</b>	<b>407,022</b>	<b>-</b>
<b>D. OTHER FINANCING SOURCES / USES</b>																	
1.	Other Sources	8930-8979													-	-	-
2.	Less: Other Uses	7630-7699													-	-	-
<b>E. PRIOR YEAR TRANSACTIONS</b>																	
1.	ACCOUNTS RECEIVABLE	528,024															
2.	PREPAID EXPENDITURES																
3.	ACCOUNTS PAYABLE	49,330															
4.	LOANS PAYABLE	100,000											100,000		-		
<b>NET PRIOR YEAR TRANSACTIONS</b>		<b>478,695</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(100,000)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>F. ENDING CASH BALANCE</b>		<b>411,290</b>	<b>144,964</b>	<b>172,494</b>	<b>180,917</b>	<b>196,524</b>	<b>183,856</b>	<b>252,256</b>	<b>304,664</b>	<b>655,940</b>	<b>695,137</b>	<b>722,565</b>	<b>546,605</b>				



**Cash Flow**  
**2027-28**

		July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total	Budget	Variance	
Beginning Cash Balance		July 1 Cash =	546,605	712,761	440,063	473,005	486,629	507,562	498,710	571,619	609,491	946,665	970,796	983,157				
<b>A. REVENUES</b>																		
1.	Total, LCOFF Sources	88,858	325,004	632,236	501,121	474,806	474,806	501,121	496,347	732,492	483,305	456,990	275,503	483,305	5,925,892	5,925,892	-	
2.	Total, Federal Revenues	-	-	-	7,703	22,249	7,703	7,703	22,249	40,597	7,703	22,249	24,150	38,696	201,003	201,003	-	
3.	Total, Other State Revenues	-	21,578	21,578	64,519	75,334	64,519	94,518	64,519	94,518	64,519	64,519	94,518	94,518	819,157	819,157	-	
4.	Total, Local Revenues	-	-	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	50,000	50,000	-	
<b>5. TOTAL REVENUES</b>		<b>88,858</b>	<b>346,582</b>	<b>658,814</b>	<b>578,343</b>	<b>577,389</b>	<b>552,028</b>	<b>608,342</b>	<b>588,115</b>	<b>872,607</b>	<b>560,527</b>	<b>548,757</b>	<b>399,171</b>	<b>616,518</b>	<b>6,996,051</b>	<b>6,996,051</b>	<b>-</b>	
<b>B. EXPENDITURES</b>																		
1.	Certificated Salaries	1000-1999	202,748	202,748	202,748	202,748	202,748	202,748	202,748	202,748	202,748	202,748	202,748	202,748	-	2,432,974	2,432,974	-
2.	Non-certificated Salaries	2000-2999	46,380	66,963	66,963	66,963	66,963	66,963	66,963	66,963	66,963	66,963	66,963	66,963	-	782,974	782,974	-
3.	Employee Benefits	3000-3999	66,573	69,284	69,284	69,284	69,284	69,284	69,284	69,284	69,284	69,284	69,284	69,284	-	828,692	828,692	-
4.	Books and Supplies	4000-4999	29,794	160,452	133,597	84,943	67,482	67,482	52,673	67,482	52,673	52,673	52,673	13,391	-	835,314	835,314	-
5.	Services and Other Operating Expenditures	5000-5999	128,471	119,834	153,281	140,781	149,979	154,403	143,766	143,766	144,729	144,729	144,729	144,729	-	1,712,232	1,712,232	-
6.	Capital Outlay	6000-6599	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7.	Other Outgo	7100-7299	-	-	-	-	-	-	-	-	-	-	-	-	59,259	59,259	59,259	-
<b>8. TOTAL EXPENDITURES</b>		<b>473,966</b>	<b>619,280</b>	<b>625,872</b>	<b>564,719</b>	<b>556,456</b>	<b>560,880</b>	<b>535,433</b>	<b>550,242</b>	<b>535,433</b>	<b>536,396</b>	<b>536,396</b>	<b>497,113</b>	<b>59,259</b>	<b>6,651,446</b>	<b>6,651,446</b>	<b>-</b>	
<b>C. Operating Cash Flow</b>		<b>(385,108)</b>	<b>(272,698)</b>	<b>32,942</b>	<b>13,624</b>	<b>20,933</b>	<b>(8,852)</b>	<b>72,909</b>	<b>37,872</b>	<b>337,174</b>	<b>24,131</b>	<b>12,361</b>	<b>(97,942)</b>	<b>557,259</b>	<b>344,606</b>	<b>344,606</b>	<b>-</b>	
<b>D. OTHER FINANCING SOURCES / USES</b>																		
1.	Other Sources	8930-8979																
2.	Less: Other Uses	7630-7699																
<b>E. PRIOR YEAR TRANSACTIONS</b>																		
1.	ACCOUNTS RECEIVABLE	608,457																
2.	PREPAID EXPENDITURES																	
3.	ACCOUNTS PAYABLE	57,193																
4.	LOANS PAYABLE	-																
<b>NET PRIOR YEAR TRANSACTIONS</b>		<b>551,264</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>F. ENDING CASH BALANCE</b>		<b>712,761</b>	<b>440,063</b>	<b>473,005</b>	<b>486,629</b>	<b>507,562</b>	<b>498,710</b>	<b>571,619</b>	<b>609,491</b>	<b>946,665</b>	<b>970,796</b>	<b>983,157</b>	<b>885,215</b>					



# Appendix F



# City of San Clemente City Council

Laura Ferguson, Councilmember

Phone: (949) 361-8322

[fergusonl@san-clemente.org](mailto:fergusonl@san-clemente.org)

July 8, 2022

Dear Capistrano Unified School District Board of Trustees,

I respectfully request your approval of the petition for the proposed charter school, known as the California Republic Leadership Academy (CRLA).

CRLA will act as an additional public school option for families in the school district who desire to have their children exceed the Common Core State standards in a highly relevant and creative environment. The quality and content will allow students to compete in an increasingly global economy and workforce. As a former trustee for multiple charter schools, I saw first hand that a one-size-fits-all education does not work for all children and students who once were failing academically, were suddenly succeeding and exceeding the average school district scores in key subjects such as English and Math.

It is my belief that this proposed charter school will enhance the lives of the residents as well as enhance the value of the local community by increasing the educational opportunities of the children living in south Orange County. Families are drawn to living in areas where a variety of educational opportunities are available to them. The charter school will also create more teaching and administrative jobs for people living in the area.

Uniquely, CRLA will offer a classical leadership education approach unlike any other school in this district. The CRLA leadership team and families are dedicated to this effort to get CRLA approved and ensure its success. An additional benefit of CRLA is its service leader model and mentor program which will positively link the staff, scholars and families of the school to the local community service projects and business leaders.

I am optimistic when it comes to ideas which provide greater choices and opportunities for our youth. Providing the choice of the tuition-free public school of CRLA will be a great benefit to our children, families, and local community. I applaud the leadership of Capistrano Unified School District for having already approved and/or granted renewal of other charter schools in the past, but with limited seats and growing enrollment in charter schools, and high parental demand, more are needed.

For these reasons, I enthusiastically recommend the board's immediate approval of this proposed charter petition to further enhance educational options in the district.

Thank you for your consideration.

Sincerely,

A handwritten signature in blue ink that reads "Laura Ferguson". The signature is written in a cursive style with a long horizontal flourish extending to the right.

Laura Ferguson, MPA  
San Clemente Councilwoman



**COLDWELL BANKER**  
**REALTY**

**Daniele Smith** | REALTOR®

Daniele.smith@coldwellbanker.com

949.949.433.1977 | CalRE# 01927934

July 5th, 2022

Board of Trustees  
Capistrano Unified School District  
33122 Valle Road  
San Juan Capistrano, CA 92675

Dear Trustees,

I am pleased to offer this letter of support for the approval of the California Republic Leadership Academy's (CRLA) charter petition with Capistrano Unified School District.

I understand that CRLA has additional support as the team has prepared for this petition. Education is key to success and I see value in new efforts to enhance it.

Please do not hesitate to contact me.

Sincerely,  
Daniele Smith

Coldwell Banker Realty

Local Chamber of Commerce Member

---

**Daniele Smith** | REALTOR®

Coldwell Banker Realty

*Owned by a subsidiary of Realogy Brokerage Group LLC.*



# Appendix G

July 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**July**

3: Independence Day

Instructional Days: 0

January 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**January**

1-5: Winter Break  
15: MLK Day

Instructional Days: 17

August 2023						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**August**

1-16: PD Days- No School  
17: First Day of School  
31: Back to School Night

Instructional Days: 11

February 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

**February**

19: Presidents Day

Instructional Days: 20

September 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**September**

4: Labor Day

Instructional Days: 20

March 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**March**

21-22: Parent Conf Min Days

Instructional Days: 21

October 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**October**

19-20: Parent Conf Min Days

Instructional Days: 22

April 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**April**

1-5: Spring Break  
18: Open House

Instructional Days: 17

November 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

**November**

10: Veteran's Day (observed)  
20-24: Thanksgiving Break

Instructional Days: 16

May 2024						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**May**

27: Memorial Day

Instructional Days: 22

December 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**December**

25 -30: Winter Break

Instructional Days: 16

June 2024						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

**June**

3-7: Last Week Min Days  
7: Last Day of School

Instructional Days: 4

Total Instructional Days: 186

31  
  Student Led Conferences  
  First and Last Day of School | Back to School and Open House

30 31  
  Minimum Day/Teacher Planning/PD  
  Holidays and Breaks

First Day of School: August 17, 2023

Last Day of School: June 16, 2024

# Sample Bell Schedules

Elementary TK-6 Daily Bell Schedule

PGA = Playground A

PGB = Playground B

## AM TK/Kinder Schedule

*Monday - Friday: 8:05 AM - 11:25 AM*

	<b>Start Time</b>	<b>End Time</b>	<b>Length</b>
M-Th Recess (PGA)	10:10 AM	10:30 AM	20 min
**Friday Recess (PGA)	9:20 AM	9:40 AM	20 min

## PM TK/Kinder Schedule

*Monday - Thursday: 11:30 AM - 2:50 PM*

*Friday: 8:05 AM-11:25 AM*

	<b>Start Time</b>	<b>End Time</b>	<b>Length</b>
M-Th Recess (PGA)	1:30 PM	1:50 PM	20 min
**Friday Recess (PGA)	9:45 AM	10:05 AM	20 min

## 1st-3rd Grade M-Th Schedule

*1st - 3rd*

*M-Th: 8:05am - 2:50pm*

*Friday: Minimum Days: 8:05am - 12:00pm*

	<b>Start Time</b>	<b>End Time</b>	<b>Length</b>
1st Grade Morning Recess (PGA)	9:10 AM	9:25 AM	15 min
.....Lunch Recess	10:55 AM	11:15 AM	20 min
.....Lunch	11:15 AM	11:35 AM	20 min
.....Afternoon Recess (PGA)	1:00 PM	1:10 PM	10 min
2nd Grade Morning Recess (PGA)	9:30 AM	9:45 AM	15 min
.....Lunch	10:55 AM	11:15 AM	20 min
.....Lunch Recess	11:15 AM	11:35 AM	20 min
.....Afternoon Recess (PGA)	1:15 PM	1:25 PM	10 min
3rd Grade Morning Recess (PGA)	9:50 AM	10:05 AM	15 min
.....Lunch	11:45 AM	12:05 PM	20 min



.....Lunch Recess	12:05 PM	12:25 PM	20 min
.....Afternoon Recess (PGA)	1:55 PM	2:05 PM	10 min

---

### 4th-6th Grade M-Th Schedule

*4th-6th*  
*M-Th: 7:55am - 2:50pm*  
*Friday: Minimum Days: 7:55am - 12:00pm*

	<b>Start Time</b>	<b>End Time</b>	<b>Length</b>
4th Grade Morning Recess (PGA)	10:35 AM	10:50 AM	15 min
.....Lunch Recess	11:45 AM	12:05 PM	20 min
.....Lunch	12:05 PM	12:25 PM	20 min
.....Afternoon Recess (PGB)	1:40 PM	1:50 PM	10 min
5th Grade Morning Recess (PGB)	9:50 AM	10:05 AM	15 min
.....Lunch	12:25 PM	12:45 PM	20 min
.....Lunch Recess	12:45 PM	1:05 PM	20 min
.....Afternoon Recess (PGB)	1:55 PM	2:05 PM	10 min
6th Grade Morning Recess (PGB)	10:10 AM	10:25 AM	15 min
.....Lunch Recess	12:25 PM	12:45 PM	20 min
.....Lunch	12:45 PM	1:05 PM	20 min

---

### 1st-3rd Grade Friday Schedule

*Friday: Minimum Days: 8:05am - 12:00pm*

	<b>Start Time</b>	<b>End Time</b>	<b>Length</b>
2nd Grade Recess (PGA)	10:10 AM	10:30 AM	20 min
3rd Grade Recess (PGA)	10:35 AM	10:50 AM	15 min
1st Grade Recess (PGA)	11:00 AM	11:20 AM	20 min

---

### 4th-6th Grade Friday Schedule

*Friday: Minimum Days: 7:55am - 12:00pm*

	<b>Start Time</b>	<b>End Time</b>	<b>Length</b>
4th Grade Recess (PGB)	10:00 AM	10:20 AM	20 min
5th Grade Recess (PGB)	10:25 AM	10:45 AM	20 min
6th Grade Recess (PGB)	10:50 AM	11:10 AM	20 min

---



# Appendix H

**Curriculum Map - Kindergarten - Art K**

<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
Quarter 1						
August/September	<p>VA.K.1.1(A) Engage in exploration and imaginative play with materials.</p> <p>VA.K.2.1(A) Through experimentation, build skills in various media and approaches to art-making.</p> <p>VA.K.2.2(A) Identify safe and non-toxic art materials, tools, and equipment.</p> <p>VA.K.2.3(A) Create art that represents natural and constructed environments.</p> <p>VA.K.3.1(A) Explain the process of making art while creating.</p> <p>VA.K.7.2(A) Describe what an image represents.</p> <p>VA.K.8.1(A) Interpret art by identifying subject matter and describing relevant details.</p> <p>VA.K.9.1(A) Explain reasons for selecting a preferred artwork.</p> <p>VA.K.10.1(A) Create art that tells a story about a life experience.</p>	How are the Elements of Art (especially Line, Shape & Color) used to create beautiful works of art?	Fostering Creativity and the Entrepreneurial Spirit.	Visual Arts Geometry	Recognizing colors, shapes and lines. Drawing shapes and lines. Using colors, shapes and lines to make pictures. Imagination, originality and creative freedom.	Project based.
October	<p>VA.K.1.1(A) Engage in exploration and imaginative play with materials.</p> <p>VA.K.1.2(A) Engage collaboratively in creative art-making in response to an artistic problem.</p> <p>VA.K.2.1(A) Through experimentation, build skills in various media and approaches to art-making.</p> <p>VA.K.2.2(A) Identify safe and non-toxic art materials, tools, and equipment.</p> <p>VA.K.2.3(A) Create art that represents natural and constructed environments.</p> <p>VA.K.3.1(A) Explain the process of making art while creating.</p> <p>VA.K.7.2(A) Describe what an image represents.</p> <p>VA.K.8.1(A) Interpret art by identifying subject matter and describing relevant details.</p>	How is color used in a work of art?	Fostering Creativity and the Entrepreneurial Spirit	Visual Arts	Using oil pastels correctly and appropriately Identifying the Primary and Secondary colors Mixing the secondary colors using the primary colors Blending and mixing oil pastels Using shapes, lines and letters to make pictures Interpreting a story through art	Project based.
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
Quarter 2						

**Curriculum Map - Kindergarten - Art K**

November/December	<p>VA.K.1.1(A) Engage in exploration and imaginative play with materials.</p> <p>VA.K.1.2(A) Engage collaboratively in creative art-making in response to an artistic problem.</p> <p>VA.K.2.1(A) Through experimentation, build skills in various media and approaches to art-making.</p> <p>VA.K.2.2(A) Identify safe and non-toxic art materials, tools, and equipment.</p> <p>VA.K.2.3(A) Create art that represents natural and constructed environments.</p> <p>VA.K.10.1(A) Create art that tells a story about a life experience.</p>	<p>What are some different ways to create a self portrait? How do you do your best and show academic excellence when creating a work of art? How can you use warm and cool color schemes to create different feelings in a work of art?</p>	<p>Fostering Creativity and the Entrepreneurial Spirit. High Standards of Academic Excellence.</p>	<p>Visual Arts Science</p>	<p>Drawing a self portrait Drawing different kinds of snowflakes Cutting a snowflake using paper cutting techniques Coloring in all the way Using oil pastels safely and correctly Identifying warm and cool color schemes Using warm and cool color schemes to create different feelings</p>	<p>Project based</p>
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
Quarter 3						
January/February <i>(updated 1/12/18)</i>	<p>VA.K.1.1(A) Engage in exploration and imaginative play with materials.</p> <p>VA.K.1.2(A) Engage collaboratively in creative art-making in response to an artistic problem.</p> <p>VA.K.2.1(A) Through experimentation, build skills in various media and approaches to art-making.</p> <p>VA.K.2.2(A) Identify safe and non-toxic art materials, tools, and equipment.</p> <p>VA.K.2.3(A) Create art that represents natural and constructed environments.</p> <p>VA.K.3.1(A) Explain the process of making art while creating.</p> <p>VA.K.7.2(A) Describe what an image represents.</p> <p>VA.K.8.1(A) Interpret art by identifying subject matter and describing relevant details.</p> <p>VA.K.10.1(A) Create art that tells a story about a life experience.</p>	<p>How do you create a self portrait? How do you create action in a portrait? What do you know about how the human body moves? What does abstract art look like? What are symbols that represent America?</p>	<p>Fostering Creativity and the Entrepreneurial Spirit High Standards of Academic Excellence Appreciation of our National Heritage</p>	<p>Visual Arts Science History</p>	<p>Drawing a self portrait using shapes (not sticks/lines) and action (jumping, running, kicking, dancing, etc...) Using crayons to draw details Using watercolor paints to create a crayon/watercolor resist Using watercolor paints safely and correctly Using Jim Dine's heart-themed artwork as inspiration for our own colorful abstract art Drawing and painting Lady Liberty Using oil pastels and watercolor paints safely and correctly Using watercolor paints to create a crayon/watercolor resist</p>	<p>Project based</p>
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
Quarter 4						
March/April <i>(updated 1/12/18)</i>	<p>VA.K.1.1(A) Engage in exploration and imaginative play with materials.</p> <p>VA.K.1.2(A) Engage collaboratively in creative art-making in response to an artistic problem.</p> <p>VA.K.2.1(A)</p>	<p>How do artists use proportion in a work of art to make it more realistic? How did music influence Kandinsky's art?</p>	<p>Fostering Creativity and the Entrepreneurial Spirit. High Standards of Academic Excellence.</p>	<p>Visual Arts Music</p>	<p>Drawing people using shapes Using colored pencils safely and correctly Using proportion in a work of art to draw a giant that is way bigger than it's surroundings Learning about Kandinsky and how his work relates to the book "The Dot"</p>	<p>Project based</p>

**Curriculum Map - Kindergarten - Art K**

	<p>Through experimentation, build skills in various media and approaches to art-making.</p> <p>VA.K.2.2(A) Identify safe and non-toxic art materials, tools, and equipment.</p> <p>VA.K.2.3(A) Create art that represents natural and constructed environments.</p> <p>VA.K.7.2(A) Describe what an image represents.</p> <p>VA.K.8.1(A) Interpret art by identifying subject matter and describing relevant details.</p> <p>VA.K.10.1(A) Create art that tells a story about a life experience.</p>				<p>his work relates to the book THE DOT Creating colorful concentric circles inspired by Kandinsky's work Using tempera paints safely and correctly</p>	
<p>May/June <i>(updated 1/12/18)</i></p>	<p>VA.K.1.1(A) Engage in exploration and imaginative play with materials.</p> <p>VA.K.1.2(A) Engage collaboratively in creative art-making in response to an artistic problem.</p> <p>VA.K.2.1(A) Through experimentation, build skills in various media and approaches to art-making.</p> <p>VA.K.2.2(A) Identify safe and non-toxic art materials, tools, and equipment.</p> <p>VA.K.2.3(A) Create art that represents natural and constructed environments.</p> <p>VA.K.3.1(A) Explain the process of making art while creating.</p> <p>VA.K.7.2(A) Describe what an image represents.</p> <p>VA.K.8.1(A) Interpret art by identifying subject matter and describing relevant details.</p> <p>VA.K.10.1(A) Create art that tells a story about a life experience.</p>	<p>How do you create a multi-media work of art? How can you use collage to create a work of art?</p>	<p>Fostering Creativity and the Entrepreneurial Spirit High Standards of Academic Excellence</p>	<p>Visual Arts Literature</p>	<p>Painting a background with tempera paints Using tempera paints safely and correctly Using paper, stickers and collage techniques to illustrate a story Making a multi-media work of art</p>	<p>Project based</p>

Reading Standards for Literature: Kindergarten		Listening & Learning Domain												Skills Unit									
Key Ideas and Details		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
<b>STD RL.K.1</b>	With prompting and support, ask and answer questions about key details in a text.																						
	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> ) requiring literal recall and understanding of the details and/or facts of a fiction read-aloud	♦		♦	♦				♦	♦													
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships	♦		♦	♦				♦	♦													
	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> ) requiring literal recall and understanding of the details and/or facts of a fiction text that has been read independently																		♦	♦	♦	♦	♦
<b>STD RL.K.2</b>	With prompting and support, retell familiar stories, including key details.																						
	With prompting and support, retell or dramatize fiction read-alouds, including key details	♦		♦	♦	♦			♦			♦											
<b>STD RL.K.3</b>	With prompting and support, identify characters, settings, and major events in a story.																						
	With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud	♦		♦	♦	♦	♦	♦				♦											
	With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently																		♦	♦	♦	♦	♦

Reading Standards for Literature: Kindergarten		Listening & Learning Domain												Skills Unit									
Craft and Structure		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
<b>STD RL.K.4</b>	Ask and answer questions about unknown words in a text.																						
	With prompting and support, ask and answer questions about unknown words in fiction read-alouds and discussions	♦		♦	♦				♦	♦													
	With prompting and support, ask and answer questions about unknown words and phrases from a fiction text that has been read independently																					♦	
<b>STD RL.K.5</b>	Recognize common types of texts (e.g., storybooks, poems).																						
	Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems	♦		♦	♦	♦	♦	♦	♦			♦	♦										
<b>STD RL.K.6</b>	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.																						
	With prompting and support, describe the role of an author and illustrator in a fiction text			♦					♦														
<b>Integration of Knowledge and Ideas</b>		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
<b>STD RL.K.7</b>	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).																						
	With prompting and support, describe illustrations from a fiction read-aloud, using the illustrations to check and support comprehension of the read aloud	♦		♦	♦				♦	♦													
	With prompting and support, describe illustrations from a fiction text read independently, using the illustrations to check and support comprehension of the story																			♦	♦		♦
<b>STD RL.K.9</b>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.																						
	With prompting and support, compare and contrast similarities and differences within a single fiction read-aloud or between two or more fiction read-alouds	♦		♦																			
<b>Range of Reading and Level of Text Complexity</b>		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
<b>STD RL.K.10</b>	Actively engage in group reading activities with purpose and understanding.																						
	Actively engage in fiction read-alouds	♦		♦	♦				♦	♦													
	Read aloud in a group, with a partner, or alone at least 15 minutes each day																			♦	♦	♦	♦

Reading Standards for Informational Text: Kindergarten		Listening & Learning Domain												Skills Unit									
Key Ideas and Details		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
<b>STD RI.K.1</b>	With prompting and support, ask and answer questions about key details in a text.																						
	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> ) requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud		♦		♦	♦	♦	♦	♦	♦	♦	♦	♦										
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships		♦		♦	♦	♦	♦	♦	♦	♦	♦	♦										
<b>STD RI.K.2</b>	With prompting and support, identify the main topic and retell key details of a text.																						
	With prompting and support, identify the main topic and retell key details of a nonfiction/informational read-aloud		♦		♦	♦			♦	♦	♦	♦											
<b>STD RI.K.3</b>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.																						
	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud		♦		♦	♦	♦	♦		♦	♦	♦	♦										
<b>Craft and Structure</b>		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
<b>STD RI.K.4</b>	With prompting and support, ask and answer questions about unknown words in a text.																						
	With prompting and support, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions		♦		♦	♦	♦	♦	♦	♦	♦	♦	♦										
<b>STD RI.K.5</b>	Identify the front cover, back cover, and title page of a book.																						
	Identify the parts of books and function of each part (front cover, back cover, title page, table of contents)																	♦	♦	♦		♦	
	Demonstrate correct book orientation by holding books correctly and turning pages																		♦		♦		
<b>STD RI.K.6</b>	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.																						
	With prompting and support, describe the role of an author and illustrator in a nonfiction/informational text					♦					♦	♦	♦										



Reading Standards for Informational Text: Kindergarten		Listening & Learning Domain												Skills Unit									
Integration of Knowledge and Ideas		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
<b>STD RI.K.7</b>	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).																						
	With prompting and support, describe illustrations from a nonfiction/informational read-aloud, using the illustrations to check and support comprehension of the read-aloud		♦		♦	♦	♦	♦	♦	♦	♦	♦	♦										
<b>STD RI.K.8</b>	With prompting and support, identify the reasons an author gives to support points in a text.																						
	With prompting and support, identify the reasons or facts an author gives to support points in a nonfiction/informational read-aloud								♦		♦		♦										
<b>STD RI.K.9</b>	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).																						
	With prompting and support, compare and contrast similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds		♦		♦	♦	♦					♦	♦	♦									
Range of Reading and Level of Text Complexity		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
<b>STD RI.K.10</b>	Actively engage in group reading activities with purpose and understanding.																						
	Actively engage in nonfiction/informational read-alouds		♦		♦	♦	♦	♦	♦	♦	♦	♦	♦										
Reading Standards for Foundational Skills: Kindergarten		Listening & Learning Domain												Skills Unit									
Print Concepts		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
<b>STD RF.K.1</b>	Demonstrate understanding of the organization and basic features of print.																						
<b>STD RF.K.1a</b>	Follow words from left to right, top to bottom, and page by page.																						
	Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to a text read aloud																	♦	♦	♦	♦		
	Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back)																	♦	♦				
	Establish bodily and spatial awareness																	♦					
<b>STD RF.K.1b</b>	Recognize that spoken words are represented in written language by specific sequences of letters.																						
	Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds																	♦	♦	♦	♦	♦	
<b>STD RF.K.1c</b>	Understand that words are separated by spaces in print.																						
	Point to each word in a line of print while reading aloud																			♦		♦	
<b>STD RF.K.1d</b>	Recognize and name all upper- and lowercase letters of the alphabet.																						
	Recognize and name the 26 letters of the alphabet in their upper- and lowercase forms																			♦	♦	♦	♦

Reading Standards for Foundational Skills: Kindergarten		Listening & Learning Domain												Skills Unit										
Phonological Awareness		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	
<b>STD RF.K.2</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).																							
	Identify environmental sounds														♦									
	Count the number of environmental sounds heard (e.g., clapping, rhythm band instruments)														♦									
	Identify whether environmental sounds are the same or different														♦									
	Segment spoken sentences into words														♦									
<b>STD RF.K.2a</b>	Recognize and produce rhyming words.																							
	Recognize and produce rhyming words																		♦		♦			
<b>STD RF.K.2b</b>	Count, pronounce, blend, and segment syllables in spoken words.																							
	Blend syllables to form words															♦								
<b>STD RF.K.2c</b>	Blend and segment onsets and rimes of single-syllable spoken words.																							
	NOTE: CKLA FOCUSES ON THE INDIVIDUAL PHONEME AS THE UNIT OF SOUND, NOT ONSETS AND RIMES; SEE OBJECTIVES UNDER RF.K.2.d																							
<b>STD RF.K.2d</b>	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words* (This does not include CVCs ending with /l/, /r/, or /x/).																							
	Segment a spoken word into phonemes, e.g., given <i>bat</i> , produce the segments /b/ /a/ /t/																♦	♦			♦			♦
	Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/																♦	♦	♦		♦			♦
	Indicate whether a target phoneme is present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of <i>mat</i> and /g/ at the end of <i>bag</i>																♦	♦	♦		♦			♦
	Listen to one-syllable words and tell the beginning or ending sounds, e.g., given <i>dog</i> , identify initial /d/ or final /g/															♦	♦				♦			
	Orally blend sounds to form words, e.g., given the sounds /k/ . . . /a/ . . . /t/, blend to make <i>cat</i>															♦	♦			♦			♦	♦
<b>STD RF.K.2e</b>	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.																							
	Add or substitute phonemes to spoken one-syllable words															♦							♦	

Reading Standards for Foundational Skills: Kindergarten		Listening & Learning Domain												Skills Unit												
Phonics and Word Recognition		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10			
<b>STD RF.K.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.																									
<b>STD RF.K.3a</b>	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.																									
	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sound for every consonant 'b', 'bb' > /b/; 'd', 'dd' > /d/; 'f', 'ff' > /f/; 'g', 'gg' > /g/; 'h' > /h/; 'j' > /j/; 'c', 'k', 'ck', 'cc' > /k/; 'l', 'll' > /l/; 'm', 'mm' > /m/; 'n', 'nn' > /n/; 'p', 'pp' > /p/; 'r', 'rr' > /r/; 's', 'ss' > /s/; 't', 'tt' > /t/; 'v' > /v/; 'w' > /w/; 'x' > /x/; 'y' > /y/; 'z', 'zz', 's' > /z/; 'ch' > /ch/; 'sh' > /sh/; 'th' > /th/ ( <i>thin</i> ); 'th' > /th/ ( <i>then</i> ); 'qu' > /qu/; 'ng', 'n' > /ng/																♦	♦	♦			♦	♦	♦		
<b>STD RF.K.3b</b>	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.																									
	Read and write any one-syllable short vowel CVC words, e.g., <i>sit, cat, wet, not, cup</i>																♦	♦	♦			♦		♦		
	Read and write one-syllable short vowel words with initial or final blends/clusters, e.g., <i>tr-, fl-, sp-, -st, -nd, -lt</i> , etc. and initial or final consonant digraphs, e.g., <i>ch-, sh-, th-, -ch, -sh, -th, -ck, -ng</i>																			♦		♦	♦			
	Read and write one-syllable short vowel words containing a double consonant final spelling, e.g., <i>mess, bill, cuff</i> , etc.																					♦				
	Begin to read and write one-syllable words containing a long vowel sound with the final <i>-e</i> spelling, e.g. <i>late, bite, note</i> , and <i>cute</i>																							♦		
	Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted, e.g., <i>at &gt; bat &gt; bad &gt; bid</i>																♦	♦					♦	♦		
	Read, spell, and write chains of one-syllable short vowel words with consonant blends/clusters and/or consonant digraphs, e.g., <i>stab &gt; slab &gt; slap &gt; slash</i>																					♦	♦	♦	♦	
	Read, spell, and write chains of one-syllable long vowel words with the final <i>-e</i> spelling, e.g., <i>nine &gt; line &gt; lime &gt; time &gt; tame &gt; came &gt; cape &gt; tape</i>																							♦	♦	
<b>STD RF.K.3c</b>	Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ).																									
	Read high-frequency words identified as tricky words: <b>Unit 8:</b> <i>the, a, of, all, one, from, was</i> <b>Unit 9:</b> <i>word, to, I, no, when, where, why, what, which, so, once, said, says, are, were, here, there</i> <b>Unit 10:</b> <i>he, she, we, be, me, they, their, my, by, you, your</i>																							♦	♦	♦
<b>STD RF.K.3d</b>	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.																									
	Distinguish between similarly spelled words by identifying the sounds of the letters that differ, e.g., <i>peg</i> and <i>pig</i> , <i>pin</i> and <i>pen</i> , etc.																									
<b>Fluency</b>		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10			
<b>STD RF.K.4</b>	Read emergent-reader texts with purpose and understanding.																									
	Read, with purpose and understanding, decodable text that incorporates the letter-sound correspondences that have been taught with purpose and understanding																♦	♦	♦			♦	♦	♦	♦	
	Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary																							♦	♦	

Writing Standards: Kindergarten		Listening & Learning Domain												Skills Unit									
Text Types and Purposes		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
<b>STD W.K.1</b>	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is ...</i> ).																						
	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the fiction or nonfiction/informational text they are writing about and state an opinion or preference about the text			♦									♦										
<b>STD W.K.2</b>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.																						
	Use a combination of drawing, dictating, and writing to present information from a nonfiction/informational read-aloud, naming the topic and supplying some details		♦	♦	♦		♦	♦	♦	♦	♦	♦											
<b>STD W.K.3</b>	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.																						
	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened					♦			♦		♦	♦	♦										
<b>Production and Distribution of Writing</b>		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
<b>STD W.K.4</b>	(Begins in Grade 3)																						
<b>STD W.K.5</b>	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.																						
	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed											♦	♦	♦									
<b>STD W.K.6</b>	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in																						
	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers								♦			♦	♦										
<b>Research to Build and Present Knowledge</b>		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
<b>STD W.K.7</b>	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).																						
	Participate in shared research and writing projects (e.g., group scientific research and writing)								♦			♦											
<b>STD W.K.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.																						
	With assistance, categorize and organize facts and information within a given domain to answer questions		♦				♦	♦	♦	♦	♦	♦	♦										
<b>STD W.K.9</b>	(Begins in Grade 4)																						
<b>Range of Writing</b>		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
<b>STD W.K.10</b>	(Begins in Grade 3)																						

Speaking and Listening Standards: Kindergarten		Listening & Learning Domain												Skills Unit									
Comprehension and Collaboration		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
<b>STD SLK.1</b>	Participate in collaborative conversations with diverse partners about <i>Kindergarten topics and texts</i> with peers and adults in small and large groups																						
<b>STD SLK.1a</b>	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).																						
	Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦											
<b>STD SLK.1b</b>	Continue a conversation through multiple exchanges.																						
	Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦											
<b>STD SLK.2</b>	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.																						
	Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud	♦	♦	♦	♦	♦	♦	♦			♦	♦	♦	♦									
	Ask questions to clarify information in a fiction text																			♦	♦	♦	
<b>STD SLK.3</b>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.																						
	Ask questions to clarify directions, exercises, and/or classroom routines												♦	♦	♦								
Presentation of Knowledge and Ideas		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
<b>STD SLK.4</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.																						
	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail	♦	♦	♦		♦						♦	♦							♦	♦		
<b>STD SLK.5</b>	Add drawings or other visual displays to descriptions as desired to provide additional detail.																						
	Add drawings or other visual displays to descriptions as desired to provide additional detail		♦	♦	♦		♦	♦	♦	♦	♦	♦	♦										
<b>STD SLK.6</b>	Speak audibly and express thoughts, feelings, and ideas clearly.																						
	Speak audibly and express thoughts, feelings, and ideas clearly	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦				

Language Standards: Kindergarten		Listening & Learning Domain												Skills Unit									
Conventions of Standard English		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
<b>STD L.K.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																						
<b>STD L.K.1a</b>	Print many upper- and lowercase letters.																						
	Hold a writing utensil with a tripod (or pincer) grip and make marks on paper													♦	♦	♦	♦	♦	♦	♦			
	Trace, copy, and write from memory the letters of the alphabet accurately in upper- and lowercase form															♦	♦	♦	♦	♦			♦
	Write from left to right leaving spaces between words, and top to bottom using return sweep																	♦					
	Write own name														♦								
<b>STD L.K.1b</b>	Use frequently occurring nouns and verbs.																						
	Use frequently occurring nouns and verbs in oral language	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦										
<b>STD L.K.1c</b>	Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog</i> , <i>dogs</i> ; <i>wish</i> , <i>wishes</i> ).																						
	Use regular plural nouns orally by adding /s/, /z/, or /es/																			♦			
<b>STD L.K.1d</b>	Understand and use question words (interrogatives) (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i> ).																						
	Ask questions beginning with <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , or <i>how</i>			♦			♦			♦	♦												♦
<b>STD L.K.1e</b>	Use the most frequently occurring prepositions (e.g., <i>to</i> , <i>from</i> , <i>in</i> , <i>out</i> , <i>on</i> , <i>off</i> , <i>for</i> , <i>of</i> , <i>by</i> , <i>with</i> ).																						
	Use spatial words: <i>there</i> , <i>here</i> ; <i>in</i> , <i>on</i> ; <i>in front of</i> , <i>behind</i> ; <i>at the top of</i> , <i>at the bottom of</i> ; <i>under</i> , <i>over</i> ; <i>above</i> , <i>below</i> ; <i>next to</i> , <i>in the middle of</i> ; <i>near</i> , <i>far</i> ; <i>inside</i> , <i>outside</i> ; <i>around</i> , <i>between</i> ; <i>up</i> , <i>down</i> ; <i>high</i> , <i>low</i> ; <i>left</i> , <i>right</i> ; <i>front</i> , <i>back</i>													♦	♦	♦	♦	♦	♦				
<b>STD L.K.1f</b>	Produce and expand complete sentences in shared language activities.																						
	Answer questions orally in complete sentences	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦										
	Produce and expand complete sentences in shared language activities	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦										
<b>STD L.K.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																						
<b>STD L.K.2a</b>	Capitalize the first word in a sentence and the pronoun <i>I</i> .																						
	Capitalize the first word in a sentence and the pronoun <i>I</i>																				♦		
<b>STD L.K.2b</b>	Recognize and name end punctuation.																						
	Name and use commas and end punctuation while reading orally																			♦	♦	♦	
<b>STD L.K.2c</b>	Write a letter or letters for most consonant and short vowel sounds (phonemes).																						
	Recognize, isolate, and write the spellings for short vowel sounds																♦	♦					♦
	Recognize, isolate, and write single letter, double letter, and digraph spellings for consonant sounds																♦	♦	♦		♦		♦
<b>STD L.K.2d</b>	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.																						
	Spell and write any CVC, CCVC, CVCC, or CCVCC word that uses the letter-sound correspondences taught in Kindergarten																					♦	
	Begin to write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write <i>won</i> for <i>one</i> , <i>sum</i> for <i>some</i> , etc.																					♦	
<b>Knowledge of Language</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>STD L.K.3</b>	(Begins in grade 2)																						

Language Standards: Kindergarten		Listening & Learning Domain												Skills Unit									
Vocabulary Acquisition and Use		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.																						
STD L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> ).																						
	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> )	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦											
STD L.K.4b	Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i> ) as a clue to the meaning of an unknown word.																						
	Use the inflections <i>-s</i> , <i>-es</i> , and <i>-ed</i> as a clue to the meaning of an unknown word																				♦		
STD L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.																						
STD L.K.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.																						
	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent		♦		♦																		
STD L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).																						
	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)		♦						♦	♦	♦	♦	♦										
STD L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).																						
	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> )	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦											
STD L.K.5d	Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i> ) by acting out the meanings.																						
	Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i> ) by acting out the meanings		♦									♦											
STD L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.																						
	Use words and phrases acquired through conversations, being read to, and responding to texts	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦											
	Learn the meaning of common sayings and phrases	♦	♦	♦	♦	♦	♦		♦		♦	♦											

Key To Listening & Learning Domain Numbers:
1 Nursery Rhymes and Fables
2 The Five Senses
3 Stories
4 Plants
5 Farms
6 Native Americans
7 Kings and Queens
8 Seasons and Weather
9 Columbus and the Pilgrims
10 Colonial Towns and Townspeople
11 Taking Care of the Earth
12 Presidents and American Symbols

## Course Resources:

The Rainbow.docx

Unit	Benchmarks	Essential Questions	Mission Alignment	Content	Skills	Assessments
Quarter 1						
Beginning of the year <i>(updated 9/24/18)</i>				Kinder Year Long Assessment Recording Sheet		
Week 1 <i>(updated 2/12/19)</i>	<p>HSS.A.K.1.1(I) Follow rules, such as sharing and taking turns, and know the consequences of breaking them.</p> <p>HSS.A.K.4.1(I) Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.</p> <p>HSS.A.K.4.5(I) Demonstrate familiarity with the school's layout, environs, and the jobs people do there.</p>			<p>Literature: The Kissing Hand Our Great Big Backyard Back to school books Poem: School Starts Today!</p> <p>Saying: Do unto others as you would have them do unto you</p> <p>School Starts Today.docx</p>	Building a culture of greatness- Our saying this week teaches us the golden rule Abundance mentality- through our discussion of taking turns and leaving room for others because there is enough for all	Kindergarten Round Up.docx
Week 2 <i>(updated 2/12/19)</i>	<p>RF.K.2(I) Demonstrate understanding of spoken words, syllables, and sounds (phonemes). •a. Recognize and produce rhyming words. •b. Count, pronounce, blend, and segment syllables in spoken words. •c. Blend and segment onsets and rimes of single-syllable spoken words. •d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) •e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>			<p>Poem: Humpty Dumpty</p> <p>Metor Text: Our Great Big Backyard Writing- Over the summer I...</p> <p>Nursery Rhyme Directed Drawing Tu- Humpty Dumpty W- Hickory Dickory Dock</p> <p>Th- President of the week writing</p>		
Letter introduction and rhyming (Week 2-8) <i>(updated 2/12/19)</i>	<p>RF.K.1(I) Demonstrate understanding of the organization and basic features of print. •a. Follow words from left to right, top to bottom, and page by page. •b. Recognize that spoken words are represented in written language by specific sequences of letters. •c. Understand that words are separated by spaces in print. •d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2(I) Demonstrate understanding of spoken words, syllables, and sounds (phonemes). •a. Recognize and produce rhyming words. •b. Count, pronounce, blend, and segment syllables in spoken words. •c. Blend and segment onsets and rimes of single-syllable spoken words. •d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes)</p>	<p>How can you be a good friend? What can you do to make our classroom a nice place to be? What do you need to feel comfortable in our classroom? What are ways to ask for help? How do we take care of our classroom? How do we take care of our classroom materials?</p>	<p>Building a Culture of Greatness as we build our classroom community Emphasis on Mentors and Classics - using books to help us begin conversations about how we treat those around us</p> <p>Virtue Flip Book[1].docx</p>	<p>Introduce 1 letter per day Monday-Thursday Friday we will review the previous letters that have been introduced Introduce the upper and lowercase letter as well as its sound Scholars are making the letters with playdough, wikki Sticks We are not beginning letter writing yet Week 2 Letter Introduction M- Aa T-Bb W-Cc Th-Dd F- Review Nursery Rhymes Poem: Humpty Dumpty Practice one nursery rhyme each day</p>		



in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

## L.K.1(l)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.

Nursery Guided Drawing

M- Humpty Dumpty

T-

W-

Th-

Introduce President of the Week

Writing: Teacher as President

Modeling how to ask president interview questions. As well as modeling the process of writing down the answer.

Counting how many words in the sentence. Saying the sounds for each word to help spell it. Spacing between words. Capital letter at the beginning of the sentence, and punctuation at the end.

On Thursday we make a class book for the president. We draw a picture of the president and something they like.

Week 3

Letter Introduction

M- Ee

T- Ff

W-Gg

Th- Hh

F- Review

Nursery Rhymes

Poem: Baa Baa Black Sheep

Guided Drawing

M- Baa Baa Black Sheep

T-

W-

Th-

Week 4

Letter Introduction

M- li

T- Jj

W- Kk

Th-Ll

F- Review

Nursery Rhymes

Poem: Pat-A-Cake

M- Pat-a- Cake

T-

W-

Th-

Week 5

Introduce Letters

T- Mm

W- Nn

Th- Oo

F- Review

Poem: Chicka Chicka Boom Boom

Part of Speech Song: Noun

Story: Chicka Chicka Boom Boom

and other alphabet books

Craft: Big letters for tree, Name leaves

Week 6

Introduce Letters

M- Pp

T- Qq

Curriculum Map - Kindergarten - ELA K

				<p>W- Rr Th- Ss F- Review Poem: Row, Row, Row Your Boat Part of Speech Song: Noun Story: Brown Bear Brown Bear What Do You See? Craft: Brown Bear puppets Class Book- Kindergartner, Kindergartner, Who Do You See? Scholars draw a picture of another classmate for class book. Prewrite the name of the scholar they are to draw. Scholars write their own names on the lines.</p> <p>Week 7 Introduce Letter M- Tt T- Uu W- Vv Th- Ww F- Review Poem: Story: Part of speech Song: Noun</p> <p>Week 8 Introduce Letter M- Xx T- Yy W- Zz Th- Review F- Review Poem:The Apple Tree Story: Johnny Appleseed Part of Speech Song: Noun Other books about the life cycle of an apple</p> <p>Humpty Dumpty.docx Baa Baa Black Sheep.docx Chicka Chicka Boom Boom.docx Row row row your boat.docx Summer Sun.docx The Apple Tree.docx Nursery Rhyme Directed Drawing Pages</p>		
<p>CKLA Unit 1 (Week 3-4) <i>(updated 2/12/19)</i></p>	<p>RF.K.1(l) Demonstrate understanding of the organization and basic features of print. •a. Follow words from left to right, top to bottom, and page by page. •b. Recognize that spoken words are represented in written language by specific sequences of letters. •c. Understand that words are separated by spaces in print. •d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2(l) Demonstrate understanding of spoken</p>			<p>Week 3 Core Knowledge Language Arts Unit 1 Lessons 1-5</p> <p>Week 4 CKLA Unit 1 Lessons 6-10</p> <p>CKLA Skills Unit 1 Teacher Guide CKLA Skills Unit 1 workbook</p>		

words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

## SL.K.6(I)

Speak audibly and express thoughts, feelings, and ideas clearly.

## L.K.1(I)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.

## Week 3

(updated 2/12/19)

## RL.K.1(I)

With prompting and support, ask and answer questions about key details in a text.

## RL.K.2(I)

With prompting and support, retell familiar stories, including key details.

## RL.K.3(I)

With prompting and support, identify characters, settings, and major events in a story.

## RL.K.4(I)

Ask and answer questions about unknown words in a text.

## RL.K.5(I)

Recognize common types of texts (e.g., storybooks, poems).

## RL.K.7(I)

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

## RL.K.9(I)

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

## RL.K.10(I)

Actively engage in group reading activities with purpose and understanding.

## RF.K.2(I)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.

Poem: Baa Baa Black Sheep

Literature:  
Bear Sees Colors  
Alphabet Books  
Nursery Rhymes

Writing:

Directed Draw  
Monday- Baa Baa Black sheep  
Tuesday- Mary Had a Little Lamb  
Wednesday- Jack and Jill  
Thursday- Hey Diddle Diddle

Summer Sun.docx

Scholar, Scholar what do you see  
writing page

- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

SL.K.1(I)

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

SL.K.2(I)

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.4(I)

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.6(I)

Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.4(I)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

Week 4

(updated 2/12/19)

RL.K.1(I)

With prompting and support, ask and answer questions about key details in a text.

RL.K.2(I)

With prompting and support, retell familiar stories, including key details.

RL.K.3(I)

With prompting and support, identify characters, settings, and major events in a story.

RL.K.4(I)

Ask and answer questions about unknown words in a text.

RL.K.5(I)

Recognize common types of texts (e.g., storybooks, poems).

RL.K.7(I)

With prompting and support, describe the

Poem: Leopard Race

Writing-

Directed Draw

Monday- Little Miss Muffet

Tuesday- Jack Be Nimble

Wednesday- One, Two, Buckle My Shoe

Thursday- President of the Week Writing

relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.9(I)

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.10(I)

Actively engage in group reading activities with purpose and understanding.

SL.K.1(I)

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

- b. Continue a conversation through multiple exchanges.

SL.K.2(I)

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.4(I)

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.6(I)

Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.1(I)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.

- b. Use frequently occurring nouns and verbs.

- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

- f. Produce and expand complete sentences in shared language activities.

L.K.4(I)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

- b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

L.K.5(I)

With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories

	<p>(e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <ul style="list-style-type: none"> <li>•b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>•c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> <li>•d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</li> </ul> <p>L.K.6(I) Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>					
<p>Unit 2 (Week 5-7) <i>(updated 4/2/18)</i></p>	<p>RF.K.1(I) Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>•a. Follow words from left to right, top to bottom, and page by page.</li> <li>•b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>•c. Understand that words are separated by spaces in print.</li> <li>•d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul> <p>RF.K.2(I) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>•a. Recognize and produce rhyming words.</li> <li>•b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>•c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>•d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>•e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul> <p>SL.K.6(I) Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1(I) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>•a. Print many upper- and lowercase letters.</li> <li>•b. Use frequently occurring nouns and verbs.</li> <li>•c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>•d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>•e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>•f. Produce and expand complete sentences in shared language activities.</li> </ul>			<p>CKLA Teacher Guide Unit 2 CKLA Unit 2 workbook</p>		

Curriculum Map - Kindergarten - ELA K

<p>Week 5 <i>(updated 2/12/19)</i></p>	<p>RI.K.1(I) With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2(I) With prompting and support, identify the main topic and retell key details of a text.</p>			<p>Poem: Chicka Chicka Boom Boom!</p> <p>Story: Chicka Chicka Boom Boom!</p> <p>Writing</p> <p>Directed Draw- Tuesday Little Boy Blue</p> <p>Wednesday- Chicka Chicka Copy Work</p> <p>Thursday- President of the Week Writing</p>		
<p>Week 6 <i>(updated 2/12/19)</i></p>	<p>RL.K.1(I) With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2(I) With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.6(I) With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RI.K.1(I) With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2(I) With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3(I) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.7(I) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.9(I) With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RF.K.1(I) Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>•a. Follow words from left to right, top to bottom, and page by page.</li> <li>•b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>•c. Understand that words are separated by spaces in print.</li> <li>•d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul> <p>SL.K.1(I) Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>•a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> </ul>			<p>Poem: Summer Sun</p> <p>Story: Brown Bear, Brown Bear, What Do You See?</p> <p>Bear Sees Colors</p> <p>Count With Bear</p> <p>A Color of His Own</p> <p>Bear Books-</p> <p>Writing;</p> <p>Color Brown Bear Puppets</p> <p>Cut Brown Bear Puppets</p> <p>Wed- Scholar, Scholar, Who Do You See?</p> <p>Thursday- President of the Week Writing</p> <p>Leopard Race.docx</p>		

	<p>•b. Continue a conversation through multiple exchanges.</p> <p>SL.K.2(l) Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>				
<p>Week 7 <i>(updated 2/12/19)</i></p>	<p>RL.K.1(l) With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2(l) With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3(l) With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.5(l) Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.6(l) With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.7(l) With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RI.K.1(l) With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2(l) With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3(l) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.5(l) Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6(l) Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>RI.K.7(l) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.9(l) With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RI.K.10(l) Actively engage in group reading activities with purpose and understanding.</p> <p>RF.K.1(l) Demonstrate understanding of the organization and basic features of print. •a. Follow words from left to right, top to bottom, and page by page.</p>			<p>Constitution Day was on September 17th. It is recommended on Monday to cover this important date in history during small group time. There are three powerpoints attached to choose from. Letter of the day: M- Tt Tu- Uu W- Vv Th- Ww Poem: Autumn Fires Stories: Bear's New Friend Writing- I met.... Bear's Loose Tooth Writing- I lost ... Bear Snores on Writing- I slept through...</p> <p>No Man is an Island.docx cons.ppt Constitution for Kids.ppt Constitution.ppt Constitution Day book</p>	



- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

## RF.K.2(I)

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- a. Recognize and produce rhyming words.
  - b. Count, pronounce, blend, and segment syllables in spoken words.
  - c. Blend and segment onsets and rimes of single-syllable spoken words.
  - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
  - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

## RF.K.3(I)

- Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
  - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
  - c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
  - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

## W.K.3(I)

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

## SL.K.1(I)

- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - b. Continue a conversation through multiple exchanges.

## SL.K.2(I)

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

## SL.K.4(I)

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

## SL.K.5(I)

Add drawings or other visual displays to descriptions as desired to provide additional detail.

	<p>SL.K.6(I) Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.2(I) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. -a. Capitalize the first word in a sentence and the pronoun I. -b. Recognize and name end punctuation. -c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). -d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.K.6(I) Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>					
<p>Week 8 <i>(updated 2/12/19)</i></p>	<p>RL.K.1(I) With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2(I) With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3(I) With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.6(I) With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.7(I) With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RI.K.1(I) With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2(I) With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.5(I) Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6(I) Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>RI.K.7(I) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>W.K.3(I) Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>SL.K.1(I) Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in</p>	<p>How did Johnny Appleseed show our ten core values?</p>		<p>Alphabet Introduction: Mon- Xx Tu- Yy Wed- Zz</p> <p>Poem: In the Apple Tree Story: Johnny Appleseed      Old King Ten Apples Up On Top Cole.docx Writing: M- I have ___ apples up on top. Tu- Copy work: Two little apples smiled down at me. W- If I were Johnny Appleseed ... Th- President of the week guided writing</p>		

small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

L.K.1(I)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.

L.K.2(I)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize the first word in a sentence and the pronoun I.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.6(I)

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 3 (Week 9-11)

(updated 2/12/19)

RF.K.1(I)

Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2(I)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

CKLA Teacher Guide Unit 3  
CKLA Unit 3 workbook

	<p>RF.K.3(I) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</li> <li>•b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>•c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>•d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul> <p>SL.K.6(I) Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1(I) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>•a. Print many upper- and lowercase letters.</li> <li>•b. Use frequently occurring nouns and verbs.</li> <li>•c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>•d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>•e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>•f. Produce and expand complete sentences in shared language activities.</li> </ul> <p>L.K.2(I) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>•a. Capitalize the first word in a sentence and the pronoun I.</li> <li>•b. Recognize and name end punctuation.</li> <li>•c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>•d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>				
<p>Week 9 <i>(updated 2/12/19)</i></p>	<p>RL.K.1(I) With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2(I) With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3(I) With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.5(I) Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.6(I) With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.7(I) With prompting and support, describe the relationship between illustrations and the</p>	<p>How does a person become king or queen? What are the responsibilities of a king or queen? How are kings and queens in stories different from real kings and queens?</p>	<p>Patriotic Song: My Country Tis of Thee</p>	<p>Sight word: see CKLA Unit 4 Story: King Midas and the Golden Touch The Princess and The Pea Snow White Cinderella Poem: Happy Thought by: Robert Louis Stevenson</p> <p>Writing: M- Copy Work The world is so full of a number of things. Tu- I want a _____ touch Wed- I will rule ... Th- President of the week guided writing</p>	

- story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K.9(I)  
With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- RI.K.1(I)  
With prompting and support, ask and answer questions about key details in a text.
- RI.K.2(I)  
With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3(I)  
With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.4(I)  
With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5(I)  
Identify the front cover, back cover, and title page of a book.
- RI.K.6(I)  
Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RI.K.7(I)  
With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RI.K.9(I)  
With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RF.K.3(I)  
Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
  - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
  - c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
  - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- W.K.2(I)  
Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.5(I)  
With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.8(I)  
With guidance and support from adults, recall information from experiences or

Happy Thought.docx

gather information from provided sources to answer a question.

SL.K.1(I)

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

SL.K.2(I)

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3(I)

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.6(I)

Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.1(I)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.

L.K.2(I)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize the first word in a sentence and the pronoun I.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4(I)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

L.K.5(I)

With guidance and support from adults,

**Curriculum Map - Kindergarten - ELA K**

	<p>explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>•a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>•b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>•c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> <li>•d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</li> </ul> <p>L.K.6(I) Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>					
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
<b>Quarter 2</b>						
<p><b>Week 10</b> <i>(updated 2/12/19)</i></p>	<p>RI.K.1(I) With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2(I) With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3(I) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.4(I) With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5(I) Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6(I) Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>RI.K.7(I) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.8(I) With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>RI.K.10(I) Actively engage in group reading activities with purpose and understanding.</p> <p>W.K.2(I) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.8(I) With guidance and support from adults,</p>			<p>Sight word: at</p> <p>Story: Christopher Columbus CKLA- Columbus Spice seekers L.1 Ferdinand and Isabella L.2 1492 L.3 Not the Indies L.4 Further Adventures of Christopher Columbus L. 5 Poem- Columbus M- Copy Work- In 1492 Columbus sailed the ocean blue. Tu- 1st quarter writing assessment I am good at ... W- I will go to ... Th- President of the week guided writing</p> <p>Columbus.docx</p>		<p>Quarter 1 Writing Assessment- I am good at ...</p>

recall information from experiences or gather information from provided sources to answer a question.

SL.K.1(I)

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

SL.K.2(I)

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3(I)

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.5(I)

Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6(I)

Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.1(I)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.

L.K.4(I)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

L.K.5(I)

With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives



	<p>by relating them to their opposites (antonyms).</p> <p>-c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>-d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>L.K.6(I) Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>				
<p>Week 11</p> <p><i>(updated 2/12/19)</i></p>	<p>RL.K.1(I) With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.3(I) With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4(I) Ask and answer questions about unknown words in a text.</p> <p>RL.K.6(I) With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.7(I) With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RI.K.1(I) With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2(I) With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3(I) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.4(I) With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5(I) Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.7(I) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.9(I) With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>W.K.2(I) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>			<p>Sight word:in Literature: Story: Noisy Nora It's Not A Box/ A Box Can Be Many Things Little Tree When Autumn Comes Writing: M- Nora is _____ but I am _____. Tu- My box is a .... W- Once there was a tree and .... Th- The best part of fall is ...</p> <p>The Rooks .docx</p>	

	<p>SL.K.1(I) Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>•a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>•b. Continue a conversation through multiple exchanges.</li> </ul> <p>SL.K.2(I) Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3(I) Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.6(I) Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1(I) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>•a. Print many upper- and lowercase letters.</li> <li>•b. Use frequently occurring nouns and verbs.</li> <li>•c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>•d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>•e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>•f. Produce and expand complete sentences in shared language activities.</li> </ul> <p>L.K.2(I) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>•a. Capitalize the first word in a sentence and the pronoun I.</li> <li>•b. Recognize and name end punctuation.</li> <li>•c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>•d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>					
<p>Unit 4 (week 12-15) <i>(updated 2/12/19)</i></p>	<p>RI.K.5(I) Identify the front cover, back cover, and title page of a book.</p> <p>RF.K.1(I) Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>•a. Follow words from left to right, top to bottom, and page by page.</li> <li>•b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>•c. Understand that words are separated by spaces in print.</li> <li>•d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul> <p>RF.K.2(I)</p>					

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

## RF.K.3(I)

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

## RF.K.4(I)

Read emergent-reader texts with purpose and understanding.

## SL.K.6(I)

Speak audibly and express thoughts, feelings, and ideas clearly.

## L.K.1(I)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.

## L.K.2(I)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize the first word in a sentence and the pronoun I.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

<p>Week 12 (updated 2/12/19)</p>	<p>RL.K.1(I) With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.3(I) With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.5(I) Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.6(I) With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.7(I) With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RI.K.1(I) With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2(I) With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.5(I) Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6(I) Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>RI.K.7(I) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.8(I) With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>W.K.2(I) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>SL.K.1(I) Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. •a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). •b. Continue a conversation through multiple exchanges.</p> <p>SL.K.2(I) Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.6(I) Speak audibly and express thoughts,</p>			<p>Sight word: an Literature: Seed Sprout Pumpkin Pie By: Jill Esbaum The Pumpkin Book by Gail Gibbons It's Pumpkin Time by Zoe Hall Pick a Circle Gather Squares by Felicia Chernesky Pumpkins by Melvin and Gilda Berger Pumpkin Pumpkin by Heanne Titherington From Seed to Pumpkin by Wendy Pfeffer Mentor Text for Writing: Squirrel's Busy Day Poem: Five Little Pumpkins Writing: M-Copywork- Whoooo! Went the wind and out went the light. Tu- My pumpkin is ... W- Friends are for ... Th-President of the week writing</p> <p>The Rooks .docx</p>		
--------------------------------------	--	--	--	---	--	--

	<p>feelings, and ideas clearly.</p> <p>L.K.1(I) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. •a. Print many upper- and lowercase letters. •b. Use frequently occurring nouns and verbs. •c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). •d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). •e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). •f. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2(I) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. •a. Capitalize the first word in a sentence and the pronoun I. •b. Recognize and name end punctuation. •c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). •d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.K.6(I) Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>					
<p>Week 13 <i>(updated 2/12/19)</i></p>	<p>RL.K.1(I) With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2(I) With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3(I) With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4(I) Ask and answer questions about unknown words in a text.</p> <p>RL.K.5(I) Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.6(I) With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.7(I) With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RL.K.10(I) Actively engage in group reading activities with purpose and understanding.</p> <p>RI.K.1(I) With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2(I)</p>	<p>How is the life cycle of a pumpkin similar to the life cycle of an apple? How are they different?</p>		<p>Sight word: it</p> <p>Story: Runaway Pumpkin Big Pumpkin Room on the Broom The Vanishing Pumpkin Poem: The Rooks (First Stanza) Writing: M- In fall I like to... (Leaf rubbings) Tu- Little Pea Mentor Text My favorite candy is ... W- It will be fun when I am a ... (Halloween costume writing) Th- President of the week writing</p> <p>Five Little Pumpkins.docx</p>		

Curriculum Map - Kindergarten - ELA K

	<p>With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3(I) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.5(I) Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6(I) Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>RI.K.7(I) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RF.K.3(I) Know and apply grade-level phonics and word analysis skills in decoding words.  <ul style="list-style-type: none"> <li>•a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</li> <li>•b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>•c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>•d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul> </p> <p>W.K.1(I) Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p> <p>SL.K.1(I) Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  <ul style="list-style-type: none"> <li>•a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>•b. Continue a conversation through multiple exchanges.</li> </ul> </p>					
<p>Week 14 <i>(updated 2/12/19)</i></p>	<p>RL.K.3(I) With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.5(I) Recognize common types of texts (e.g., storybooks, poems).</p> <p>RI.K.1(I) With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.3(I) With prompting and support, describe the connection between two individuals,</p>	<p>In what ways are the lives of the Native Americans similar to our lives today? How did jumping mouse show our ten core values?</p>		<p>Sight word: all Literature: The Popcorn Book by Tomi dePaola CKLA - Introduction L1 Native American Alphabet L 7 Jumping Mouse Lenape L6 Native Americans Today L8 Bear Gull and Crow L 5 Poem: The</p>		

<p>events, ideas, or pieces of information in a text.</p> <p>RI.K.4(I) With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.7(I) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.9(I) With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RI.K.10(I) Actively engage in group reading activities with purpose and understanding.</p> <p>W.K.2(I) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.8(I) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1(I) Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. •a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). •b. Continue a conversation through multiple exchanges.</p> <p>SL.K.2(I) Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.5(I) Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6(I) Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1(I) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. •a. Print many upper- and lowercase letters. •b. Use frequently occurring nouns and verbs. •c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). •d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). •e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off,</p>			<p>Rooks (Stanza 2) Monday- Copy Work- Good children always speak by turns Tuesday- Native Americans ... Wednesday- I was generous when ... Thursday- President of the week writing</p> <p>Autumn Fires.docx</p>		
--	--	--	--	--	--

	<p>for, of, by, with).</p> <ul style="list-style-type: none"> <li>•f. Produce and expand complete sentences in shared language activities.</li> </ul> <p>L.K.4(I) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> <li>•a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</li> <li>•b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</li> </ul> <p>L.K.5(I) With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>•a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>•b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>•c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> <li>•d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</li> </ul> <p>L.K.6(I) Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>					
<p>Week 15 <i>(updated 2/12/19)</i></p>	<p>RI.K.1(I) With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.3(I) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.4(I) With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.7(I) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.8(I) With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>RI.K.10(I) Actively engage in group reading activities with purpose and understanding.</p> <p>W.K.2(I) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>			<p>Sight word: the Story: The Voyage of the Mayflower The Wampanoag Thanksgiving Thanksgiving books The Pilgrims' First Thanksgiving by Ann McGovern One Little Two Little, Three Little Pilgrims by BG Hennessy Pilgrims of Plymouth by Susan E. Goodman Being Thankful by Mercer Mayer Best Thanksgiving book ABC Adventures by Pat Whitehead Feeling Thankful by Shelly Rotner Thankful by Eileen Spinelli Poem: Thanksgiving- Traditional Rhyme Writing- Tu- Copy Work: The seasons come and go. W- I am thankful for my ... President of the week guided writing</p> <p>Thanksgiving.docx</p>		



## W.K.8(I)

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## SL.K.1(I)

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

## SL.K.2(I)

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

## SL.K.3(I)

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

## SL.K.5(I)

Add drawings or other visual displays to descriptions as desired to provide additional detail.

## SL.K.6(I)

Speak audibly and express thoughts, feelings, and ideas clearly.

## L.K.1(I)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.

## L.K.4(I)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

## L.K.5(I)

With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the

concepts the categories represent.

- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

L.K.6(I)

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 5 (week 16-19)

(updated 4/2/18)

RL.K.1(I)

With prompting and support, ask and answer questions about key details in a text.

RI.K.5(I)

Identify the front cover, back cover, and title page of a book.

RF.K.1(I)

Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2(I)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K.3(I)

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

RF.K.4(I)

Read emergent-reader texts with purpose

	<p>and understanding.</p> <p>SL.K.6(I) Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1(I) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. •a. Print many upper- and lowercase letters. •b. Use frequently occurring nouns and verbs. •c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). •d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). •e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). •f. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2(I) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. •a. Capitalize the first word in a sentence and the pronoun I. •b. Recognize and name end punctuation. •c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). •d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>					
<p>Week 16 <i>(updated 2/12/19)</i></p>	<p>RL.K.1(I) With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2(I) With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3(I) With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4(I) Ask and answer questions about unknown words in a text.</p> <p>RL.K.5(I) Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.6(I) With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.7(I) With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RL.K.9(I) With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RL.K.10(I) Actively engage in group reading activities with purpose and understanding.</p> <p>RI.K.1(I) With prompting and support, ask and</p>	<p>How were Stone Soup and The Little Red Hen Different?</p>		<p>Sight word: and Poem: Who Has Seen the Wind- Christina Rossetti Story: The Little Red Hen Stone Soup</p> <p>Writing: M- Copy Work- Who has seen the wind? Tu- I like to bake ... W- Writing Assessment based on Mentor Text Stone Soup I will add ... Th- President Writing</p> <p>Begin Small Reading Groups Rub – A – Dub.docx</p>		

answer questions about key details in a text.

RI.K.2(I)

With prompting and support, identify the main topic and retell key details of a text.

RI.K.3(I)

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4(I)

With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5(I)

Identify the front cover, back cover, and title page of a book.

RI.K.6(I)

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.K.7(I)

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8(I)

With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9(I)

With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RF.K.1(I)

Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.4(I)

Read emergent-reader texts with purpose and understanding.

W.K.1(I)

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

W.K.3(I)

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.8(I)

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

	<p>SL.K.1(I) Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. •a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). •b. Continue a conversation through multiple exchanges.</p> <p>SL.K.2(I) Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.4(I) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.6(I) Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1(I) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. •a. Print many upper- and lowercase letters. •b. Use frequently occurring nouns and verbs. •c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). •d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). •e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). •f. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2(I) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. •a. Capitalize the first word in a sentence and the pronoun I. •b. Recognize and name end punctuation. •c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). •d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.K.6(I) Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>					
<p>Week 17 <i>(updated 2/12/19)</i></p>	<p>RL.K.1(I) With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2(I) With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3(I) With prompting and support, identify characters, settings, and major events in a story.</p>		<p>Patriotic Song- This Land is Your Land</p>	<p>Sight word: I Story: The Gingerbread Man  Poem: Rain- by Robert Louis Stevenson  M- Copy Work: The rain is raining all around. Tu- I ran from the ...</p>		

RL.K.4(I)  
Ask and answer questions about unknown words in a text.

RL.K.5(I)  
Recognize common types of texts (e.g., storybooks, poems).

RL.K.6(I)  
With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.K.7(I)  
With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.9(I)  
With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.10(I)  
Actively engage in group reading activities with purpose and understanding.

RI.K.1(I)  
With prompting and support, ask and answer questions about key details in a text.

RI.K.2(I)  
With prompting and support, identify the main topic and retell key details of a text.

RI.K.3(I)  
With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4(I)  
With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5(I)  
Identify the front cover, back cover, and title page of a book.

RI.K.6(I)  
Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.K.7(I)  
With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.9(I)  
With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

W.K.3(I)  
Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

SL.K.1(I)  
Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  
•a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under

President of the week guided writing

Rain.docx

	<p>discussion).</p> <ul style="list-style-type: none"> <li>•b. Continue a conversation through multiple exchanges.</li> </ul> <p>SL.K.2(I) Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3(I) Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4(I) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5(I) Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6(I) Speak audibly and express thoughts, feelings, and ideas clearly.</p>					
<p>Week 18 <i>(updated 2/12/19)</i></p>	<p>RL.K.1(I) With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2(I) With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3(I) With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.5(I) Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.6(I) With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.7(I) With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RI.K.1(I) With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2(I) With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3(I) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.4(I) With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5(I) Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6(I) Name the author and illustrator of a text and define the role of each in presenting</p>			<p>Sight word: is Story: The Mitten Jan Brett Stories Winter and Christmas stories 'Twas the Night Before Christmas Poem: The More it Snows M- Copy Work- Nobody knows how cold my toes are growing. Tu- My tree is ... W- My mitten can fit a ... Th- President of the week guided writing</p>		

the ideas or information in a text.

RI.K.7(I)

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

W.K.1(I)

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

W.K.2(I)

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

SL.K.1(I)

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

SL.K.2(I)

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.6(I)

Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.1(I)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.

L.K.2(I)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize the first word in a sentence and the pronoun I.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.



Unit	Benchmarks	Essential Questions	Mission Alignment	Content	Skills	Assessments
Quarter 3						
Unit 6 (week 20-23) <i>(updated 2/12/19)</i>	<p> <b>L.K.6(I)</b>            Use words and phrases acquired through conversations, reading and being read to, and responding to texts.         </p> <p> <b>RL.K.1(I)</b>            With prompting and support, ask and answer questions about key details in a text.         </p> <p> <b>RL.K.3(I)</b>            With prompting and support, identify characters, settings, and major events in a story.         </p> <p> <b>RL.K.7(I)</b>            With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).         </p> <p> <b>RL.K.10(I)</b>            Actively engage in group reading activities with purpose and understanding.         </p> <p> <b>RI.K.5(I)</b>            Identify the front cover, back cover, and title page of a book.         </p> <p> <b>RF.K.1(I)</b>            Demonstrate understanding of the organization and basic features of print.           <ul style="list-style-type: none"> <li>•a. Follow words from left to right, top to bottom, and page by page.</li> <li>•b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>•c. Understand that words are separated by spaces in print.</li> <li>•d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul> </p> <p> <b>RF.K.2(I)</b>            Demonstrate understanding of spoken words, syllables, and sounds (phonemes).           <ul style="list-style-type: none"> <li>•a. Recognize and produce rhyming words.</li> <li>•b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>•c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>•d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>•e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul> </p> <p> <b>RF.K.3(I)</b>            Know and apply grade-level phonics and word analysis skills in decoding words.           <ul style="list-style-type: none"> <li>•a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</li> <li>•b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>•c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> </ul> </p>					

	<p>•d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>RF.K.4(I) Read emergent-reader texts with purpose and understanding.</p> <p>SL.K.2(I) Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.4(I) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>L.K.1(I) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>•a. Print many upper- and lowercase letters.</li> <li>•b. Use frequently occurring nouns and verbs.</li> <li>•c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>•d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>•e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>•f. Produce and expand complete sentences in shared language activities.</li> </ul> <p>L.K.2(I) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>•a. Capitalize the first word in a sentence and the pronoun I.</li> <li>•b. Recognize and name end punctuation.</li> <li>•c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>•d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>					
<p>Week 20 <i>(updated 2/12/19)</i></p>	<p>RL.K.1(I) With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2(I) With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3(I) With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.5(I) Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.6(I) With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.7(I) With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>			<p>Sight word: or Rain.docx</p> <p>Poem: Rub-A-Dub-Dub Tu- Copy Work- And who do you think they be? W- On break I ... President of the week guided writing</p>		

	<p>RI.K.1(I) With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2(I) With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.5(I) Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6(I) Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>W.K.3(I) Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>				
<p>Week 21 <i>(updated 2/12/19)</i></p>	<p>RL.K.2(I) With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3(I) With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.5(I) Recognize common types of texts (e.g., storybooks, poems).</p> <p>RI.K.1(I) With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2(I) With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3(I) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.4(I) With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.6(I) Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>RI.K.7(I) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.9(I) With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RI.K.10(I) Actively engage in group reading activities with purpose and understanding.</p> <p>W.K.2(I) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and</p>			<p>Sight word: for Poem: Rain, rain go away Stories about colonial towns and townspeople The Elves and the Shoemaker</p> <p>Little Red Riding Hood</p> <p>Writing- M- Copy Work- All the children want to play. Tu- Mentor Text- Sneezzy the Snowman Melted Snowman writing My snowman melted ... W- Kit can ... Th- President of the week guided writing</p> <p>Chorus.docx</p>	

supply some information about the topic.

W.K.5(I)

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.8(I)

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.K.1(I)

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

•a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

•b. Continue a conversation through multiple exchanges.

SL.K.2(I)

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3(I)

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4(I)

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5(I)

Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6(I)

Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.1(I)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

•a. Print many upper- and lowercase letters.  
•b. Use frequently occurring nouns and verbs.

•c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

•d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

•e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

•f. Produce and expand complete sentences in shared language activities.

L.K.4(I)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

•a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

	<p>•b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> <p>L.K.5(I) With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>•a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>•b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>•c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>•d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>L.K.6(I) Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>					
<p>Week 22 <i>(updated 2/12/19)</i></p>	<p>RL.K.1(I) With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.4(I) Ask and answer questions about unknown words in a text.</p> <p>RL.K.5(I) Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.6(I) With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.7(I) With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RI.K.1(I) With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2(I) With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.4(I) With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.7(I) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>W.K.1(I) Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .</p>	<p>What did Martin Luther King Jr. teach us about changing rules we don't like? Which ten core values does Martin Luther King Jr. demonstrate?</p>		<p>Sight word: can Story: Martin Luther King books 100th Day of School Books Poem: My Two Hands Tu- I can ... W- When I'm 100 years old Th- President of the week guided writing</p> <p>Goldilocks and the Three Bears Chorus.docx</p>		

- .)  
**W.K.3(I)**  
 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- SL.K.1(I)**  
 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  
 •a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  
 •b. Continue a conversation through multiple exchanges.
- SL.K.2(I)**  
 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- L.K.1(I)**  
 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
 •a. Print many upper- and lowercase letters.  
 •b. Use frequently occurring nouns and verbs.  
 •c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).  
 •d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).  
 •e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).  
 •f. Produce and expand complete sentences in shared language activities.
- L.K.2(I)**  
 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
 •a. Capitalize the first word in a sentence and the pronoun I.  
 •b. Recognize and name end punctuation.  
 •c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  
 •d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- RL.1.1(I)**  
 Ask and answer questions about key details in a text.
- RL.1.2(I)**  
 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3(I)**  
 Describe characters, settings, and major events in a story, using key details.
- RL.1.4(I)**  
 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5(I)**  
 Explain major differences between books

	that tell stories and books that give information, drawing on a wide reading of a range of text types.				
Unit 7 (week 24-27) <i>(updated 2/12/19)</i>	<p>RL.K.1(I) With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2(I) With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3(I) With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4(I) Ask and answer questions about unknown words in a text.</p> <p>RL.K.7(I) With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RL.K.10(I) Actively engage in group reading activities with purpose and understanding.</p> <p>RF.K.1(I) Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>•a. Follow words from left to right, top to bottom, and page by page.</li> <li>•b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>•c. Understand that words are separated by spaces in print.</li> <li>•d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul> <p>RF.K.2(I) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>•a. Recognize and produce rhyming words.</li> <li>•b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>•c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>•d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>•e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul> <p>RF.K.3(I) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</li> <li>•b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>•c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>•d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>			<p>Story: Martin Luther King George Washington I Wish I Knew That U.S. Presidents (George Washington) I Am George Washington A Picture Book of George Washington Poem: Roses are Red Writing: President Washington I love _____ to pieces. President of the Week</p>	

	<p>RF.K.4(I) Read emergent-reader texts with purpose and understanding.</p> <p>SL.K.2(I) Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.4(I) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>L.K.1(I) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  <ul style="list-style-type: none"> <li>•a. Print many upper- and lowercase letters.</li> <li>•b. Use frequently occurring nouns and verbs.</li> <li>•c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>•d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>•e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>•f. Produce and expand complete sentences in shared language activities.</li> </ul> </p> <p>L.K.2(I) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <ul style="list-style-type: none"> <li>•a. Capitalize the first word in a sentence and the pronoun I.</li> <li>•b. Recognize and name end punctuation.</li> <li>•c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>•d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul> </p> <p>L.K.4(I) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  <ul style="list-style-type: none"> <li>•a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</li> <li>•b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</li> </ul> </p>					
<p>Unit 8 ( week 27-29) <i>(updated 2/12/19)</i></p>	<p>RL.K.1(I) With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.3(I) With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.10(I) Actively engage in group reading activities with purpose and understanding.</p> <p>RI.K.5(I) Identify the front cover, back cover, and title page of a book.</p>			<p>Abraham Lincoln Theodore Roosevelt American Symbols Little Red Riding Hood</p> <p>Sight Words: to he she are</p> <p>Writing: Abraham Lincoln... Theodore Roosevelt American Symbols Writing The _____</p>		



	<p>RF.K.1(I) Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>•a. Follow words from left to right, top to bottom, and page by page.</li> <li>•b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>•c. Understand that words are separated by spaces in print.</li> <li>•d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul> <p>RF.K.2(I) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>•a. Recognize and produce rhyming words.</li> <li>•b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>•c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>•d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>•e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul> <p>RF.K.3(I) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</li> <li>•b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>•c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>•d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul> <p>RF.K.4(I) Read emergent-reader texts with purpose and understanding.</p> <p>SL.K.2(I) Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>			<p>Stories: Abraham Lincoln Abe Lincoln's Hat Abe Lincoln: Brave President</p> <p>Theodore Roosevelt- To Dare Mighty Things The People's President The Camping Trip That Changed America</p>		
<p>Unit 9 (week 27-29) <i>(updated 2/12/19)</i></p>	<p>RL.K.1(I) With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.3(I) With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4(I) Ask and answer questions about unknown words in a text.</p> <p>RL.K.7(I) With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>			<p>Sight word: to he she Poem: Peter Rabbit</p> <p>Keep Book- Peter Rabbit Beatrix Potter stories</p> <p>Group research project about rabbits Comparing the stories by Beatrix Potter Beatrix Potter author study opinion writing</p>		

## RL.K.10(I)

Actively engage in group reading activities with purpose and understanding.

## RF.K.1(I)

Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

## RF.K.2(I)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

## RF.K.3(I)

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

## RF.K.4(I)

Read emergent-reader texts with purpose and understanding.

## W.K.1(I)

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

## W.K.2(I)

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

## W.K.5(I)

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Unit	Benchmarks	Essential Questions	Mission Alignment	Content	Skills	Assessments
	<p>W.K.7(I) Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8(I) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>L.K.1(I) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>•a. Print many upper- and lowercase letters.</li> <li>•b. Use frequently occurring nouns and verbs.</li> <li>•c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>•d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>•e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>•f. Produce and expand complete sentences in shared language activities.</li> </ul> <p>L.K.2(I) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>•a. Capitalize the first word in a sentence and the pronoun I.</li> <li>•b. Recognize and name end punctuation.</li> <li>•c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>•d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>					
Quarter 4						
CKLA Unit 8 (Week 30-31) <i>(updated 2/12/19)</i>	<p>RL.K.1(I) With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.3(I) With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.10(I) Actively engage in group reading activities with purpose and understanding.</p> <p>RI.K.5(I) Identify the front cover, back cover, and title page of a book.</p> <p>RF.K.1(I) Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>•a. Follow words from left to right, top to bottom, and page by page.</li> <li>•b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>•c. Understand that words are separated by spaces in print.</li> <li>•d. Recognize and name all upper- and</li> </ul>	What products are derived from farm animals?		Sight Word: are Farm Animals Chickens ducks goats  Poem: Old Farmer Brown		

	<p>lowercase letters of the alphabet.</p> <p><b>RF.K.2(I)</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). •a. Recognize and produce rhyming words. •b. Count, pronounce, blend, and segment syllables in spoken words. •c. Blend and segment onsets and rimes of single-syllable spoken words. •d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) •e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p><b>RF.K.3(I)</b> Know and apply grade-level phonics and word analysis skills in decoding words. •a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. •b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. •c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). •d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p><b>RF.K.4(I)</b> Read emergent-reader texts with purpose and understanding.</p> <p><b>SL.K.2(I)</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>					
<p>Unit 9 (week 31-34) <i>(updated 2/12/19)</i></p>	<p><b>RL.K.1(I)</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RL.K.3(I)</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>RL.K.4(I)</b> Ask and answer questions about unknown words in a text.</p> <p><b>RL.K.7(I)</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p><b>RL.K.10(I)</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>RF.K.1(I)</b> Demonstrate understanding of the organization and basic features of print. •a. Follow words from left to right, top to bottom, and page by page. •b. Recognize that spoken words are represented in written language by specific sequences of letters.</p>			<p>Poem: The Rainbow Mary Mary Quite Contrary Tiny Seed Goldilocks chorus</p> <p>Sight words: like with sight word review Writing- I can help the planet by ... Goldilocks didn't show _____ when she ..... I would plant .... Read books about Recycling and taking care of the earth Plants</p> <p>Little Chick Waits.docx Peter Rabbit.docx</p>		

- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

## RF.K.2(I)

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- a. Recognize and produce rhyming words.
  - b. Count, pronounce, blend, and segment syllables in spoken words.
  - c. Blend and segment onsets and rimes of single-syllable spoken words.
  - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
  - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

## RF.K.3(I)

- Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
  - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
  - c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
  - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

## RF.K.4(I)

Read emergent-reader texts with purpose and understanding.

## L.K.1(I)

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Print many upper- and lowercase letters.
  - b. Use frequently occurring nouns and verbs.
  - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
  - d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
  - e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
  - f. Produce and expand complete sentences in shared language activities.

## L.K.2(I)

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize the first word in a sentence and the pronoun I.
  - b. Recognize and name end punctuation.
  - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
  - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

<p>Unit 10 (week 35-38)</p> <p>(updated 2/12/19)</p>	<p>RL.K.1(I) With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.3(I) With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.10(I) Actively engage in group reading activities with purpose and understanding.</p> <p>RF.K.2(I) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).        •a. Recognize and produce rhyming words.        •b. Count, pronounce, blend, and segment syllables in spoken words.        •c. Blend and segment onsets and rimes of single-syllable spoken words.        •d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)        •e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.3(I) Know and apply grade-level phonics and word analysis skills in decoding words.        •a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.        •b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.        •c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).        •d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>RF.K.4(I) Read emergent-reader texts with purpose and understanding.</p> <p>L.K.2(I) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.        •a. Capitalize the first word in a sentence and the pronoun I.        •b. Recognize and name end punctuation.        •c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).        •d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>How are the farms of today different from the farms of colonial times? How are they the same? How do insects hurt and help farmers?</p>		<p>Sight word: was of you her Farm Animals Writing- On the farm I ... Insects ...</p>		
--	--	--	--	---	--	--

**Curriculum Map - Kindergarten - History K**

Unit	Benchmarks	Essential Questions	Mission Alignment	Content	Skills
Quarter 1					
( Week 3) My State and Community <i>(updated 4/19/18)</i>	HSS.A.K.4.2(I) Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories. HSS.A.K.4.3(I) Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities). HSS.A.K.4.5(I) Demonstrate familiarity with the school's layout, environs, and the jobs people do there.		Appreciation of our National Heritage Building a Culture of Greatness	California on the map California on the map Sacramento, Roseville, Lincoln Sacramento River, American River, Folsom Lake, Collins Lake, Lake Natoma	
(Week 4) North America <i>(updated 2/12/19)</i>	HSS.A.K.4.2(I) Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.		Appreciation of our National Heritage	North America Rivers Oceans Animals  Landforms: Oceans Mountains Rivers Lakes Continents Seven continents song <a href="#">North America</a> <a href="#">Seven Continents Song</a>  North America Seven Continents Song North America Powerpoint Seven Continents Black line coloring pages	
(Week 4) South America <i>(updated 9/17/18)</i>	HSS.A.K.4.2(I) Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.			South America Rivers Oceans Animals Hemispheres Globe <a href="#">South America</a>  South America South America powerpoint	
(Week 5) Africa <i>(updated 2/12/19)</i>	HSS.A.K.4.2(I) Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.			Africa- Oceans and Animals  <a href="#">Geography of the World- Africa</a> <a href="#">Planet Earth African Landscapes</a> <a href="#">Africa Introduction</a>  Geography of the world Africa- Land and Resources Africa Powerpoint	

**Curriculum Map - Kindergarten - History K**

<p><b>(Week 5) Asia</b> <i>(updated 2/12/19)</i></p>	<p>HSS.A.K.4.2(I) Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.</p>			<p>Asia- Oceans and Animals <a href="#">The Geography of Asia and the Pacific</a> Asia Powerpoint</p>	
<p><b>Week 6 Europe</b> <i>(updated 2/12/19)</i></p>	<p>HSS.A.K.4.2(I) Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.</p>			<p>Europe Geography and Resources</p>	
<p><b>Week 6 Australia</b> <i>(updated 2/12/19)</i></p>	<p>HSS.A.K.4.2(I) Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.</p>			<p>Australia landforms and animals</p>	
<p><b>Week 7 Antarctica</b> <i>(updated 2/12/19)</i></p>	<p>HSS.A.K.4.2(I) Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories. HSS.A.1.2.1(I) Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.</p>			<p>Arctic/Antarctic 3-2-1 Contact Penguins Leaping out of Water Antarctica Power Point How Do Penguins Leap Out of the Water</p>	
<p><b>Week 8 Johnny Appleseed</b> <i>(updated 2/12/19)</i></p>	<p>HSS.A.K.1.2(I) Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. HSS.A.K.1.3(I) Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions. HSS.A.K.4.2(I) Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories. HSS.A.K.6.1(I) Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day). HSS.A.K.6.2(I) Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin. HSS.A.K.6.3(I) Understand how people lived in earlier times and how their lives would be different today (e.g.,</p>				



Curriculum Map - Kindergarten - History K

<p>(Week 9) Kings and Queens <i>(updated 2/12/19)</i></p>	<p>getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).</p> <p>HSS.A.K.1.3(I) Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.</p> <p>HSS.A.K.6.3(I) Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).</p>	<p>How does a person become king or queen? How long does a king or queen reign?</p>	<p>Emphasis on Mentors and Classics</p>	<p>CKLA</p> <p>Kings and Queens: L. 1 What Are Kings and Queens? L.2 The Royal Family</p> <p>Europe Oceans Animals <a href="#">Geography of Europe</a></p> <p>Cardinal Directions Song Cardinal Directions: Geography for Kids Short Cinderella movie The Emperor's New Clothes</p>	<p>Describe what a king or queen does</p> <p>Identify and describe royal objects associated with a king or queen Indicate that kings and queens still exist today, but that there were many more kings and queens long ago Describe a royal family Identify important factors (children, partnerships, arranged marriages) that ensured a royal family's success Describe that kings usually possess gold and other treasures Discuss the difference between valuing relationships with people and valuing wealth Describe the behaviors that reinforce that kings and queens are royal Recite "Old King Cole" Recite "Sing a Song of Sixpence" Describe the characters, settings, and plots in fiction read-alouds Demonstrate familiarity with a given story or poem RL.K.1 With prompting and support, ask and answer questions about key details in a text. RL.K.2 With prompting and support, retell familiar stories, including key details. RL.K.3 With prompting and support, identify characters, settings, and major events in a story. RL.K.4 Ask and answer questions about unknown words in a text. RL.K.5 Recognize common types of texts (e.g., storybooks, poems). RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). RL.K.10 Actively engage in group reading activities with purpose and understanding. RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.4 With prompting and support, ask and answer questions about</p>
---	---	---	---	---	--

unknown words in a text.

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.10 Actively engage in group reading activities with purpose and understanding.

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.K.1 Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups

SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

SL.K.1b Continue a conversation through multiple exchanges.

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.1b Use frequently occurring nouns and verbs.

L.K.1f Produce and expand complete sentences in shared language

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.

L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a

**Curriculum Map - Kindergarten - History K**

					bird and learning the verb to duck). L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful). L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Week 10 Columbus  <i>(updated 2/12/19)</i>	HSS.A.K.1.3(I) Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions. HSS.A.K.4.2(I) Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories. HSS.A.K.6.1(I) Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day). HSS.A.K.6.3(I) Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).				
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>
Quarter 2					
Week 10- 11 Christopher Columbus/ East and West  <i>(updated 2/12/19)</i>	HSS.A.K.1.2(I) Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. HSS.A.K.1.3(I) Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions. HSS.A.K.6.1(I)		Fostering Creativity and Entrepreneurial Spirit	There is the option to either follow the lessons in CKLA for the Columbus unit or to read Columbus by D'Aulaire  If reading the book by D'Aulaire please plan for it to take about two weeks to complete. The book has rich vocabulary and needs to be read a little bit at a time.  East and West Review Europe, North America, South America, Africa, Asia	Identify the continents of Europe, Africa, Asia, North America, and South America Explain why Europeans wanted to travel to Asia Identify King Ferdinand and Queen Isabella of Spain Recall that 1492 was the year of Columbus's first voyage to America Recall the names of Columbus's three ships: Nina, Pinta, and Santa Maria

## Curriculum Map - Kindergarten - History K

Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).

Read: Columbus By Ingri and Edgar D'Aulaire  
Other books about Columbus  
[Cardinal Directions Song](#)  
[Cardinal Directions: Geography for Kids](#)  
[Christopher Columbus](#)

Explain that Columbus's journey was very long and difficult  
Explain why Columbus called the land where he landed the Indies and the inhabitants Indians  
Describe why we remember Columbus on Columbus Day  
Explain why Europeans eventually thought Columbus had discovered a New World  
Explain that native people were already living on the continent where Columbus's ships landed  
RI.K.1 With prompting and support, ask and answer questions about key details in a text.  
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.  
RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.  
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).  
RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.  
RI.K.10 Actively engage in group reading activities with purpose and understanding.  
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  
SL.K.1 Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups  
SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  
SL.K.1b Continue a conversation through multiple exchanges.  
SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering

					<p>questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1b Use frequently occurring nouns and verbs.</p> <p>L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, or how).</p> <p>L.K.1f Produce and expand complete sentences in shared language.</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.</p> <p>L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p>Week 14 Native Americans  <i>(updated 2/12/19)</i></p>	<p>HSS.A.K.1.2(I) Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.</p> <p>HSS.A.K.1.3(I) Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.</p> <p>HSS.A.1.2.4(I) Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation,</p>		<p>Appreciation of our National Heritage</p>	<p>CKLA Native Americans L. 1 Introduction to Native Americans L. 5 Bear, Gull, and Crow L. 8 Native Americans today</p> <p><a href="#">Sesame Street Listen to the Wind Blow</a> <a href="#">Native American Flute Music with Landscape 1hr</a></p> <p>Native American Flute Music</p>	<p>Recall that Native Americans were the first-known inhabitants of North America</p> <p>Explain that there are many tribes of Native Americans</p> <p>Explain that although there are many diverse tribes of Native Americans, they all needed food, clothing, and shelter to survive</p> <p>Identify the Wampanoag and Lenape as tribes that settled in a particular area rather than ones that moved from place to place</p> <p>Explain that Native Americans still live in the United States today</p> <p>Explain how some Native Americans today keep alive some of the</p>

and recreation.  
 HSS.A.3.2.4(I)  
 Discuss the interaction of new settlers with the already established Indians of the region.

today keep alive some of the traditions and practices of their ancestors  
 RL.K.3 With prompting and support, identify characters, settings, and major events in a story.  
 RL.K.5 Recognize common types of texts (e.g., storybooks, poems).  
 RI.K.1 With prompting and support, ask and answer questions about key details in a text.  
 RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  
 RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.  
 RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).  
 RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  
 RI.K.10 Actively engage in group reading activities with purpose and understanding.  
 W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  
 W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  
 SL.K.1 Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups  
 SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  
 SL.K.1b Continue a conversation through multiple exchanges.  
 SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  
 SL.K.5 Add drawings or other visual displays to descriptions as desired to

				<p>provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1b Use frequently occurring nouns and verbs.</p> <p>L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how)</p> <p>L.K.1f Produce and expand complete sentences in shared language.</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.</p> <p>L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p>Week 15 Pilgrims <i>(updated 2/12/19)</i></p>	<p>HSS.A.K.1.2(I) Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.</p> <p>HSS.A.K.1.3(I) Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.</p> <p>HSS.A.K.4.2(I) Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.</p> <p>HSS.A.K.6.1(I) Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).</p> <p>HSS.A.K.6.2(I) Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T.</p>	<p>Fostering creativity and entrepreneurial spirit Abundance Mentality</p>	<p>CKLA Pilgrims L. 6 Colonies in the Native American Lands L.7 The Voyage of the Mayflower L. 8 The Wampanoag L. 9 Thanksgiving <a href="#">The Story of the Mayflower and the First Thanksgiving</a> <a href="#">Deconstructing History: Mayflower</a></p> <ul style="list-style-type: none"> <li>• <a href="#">AdditionBINGOWithDiceThanksgivingEdition.pdf</a></li> <li>• <a href="#">CountandGraphTurkeys.pdf</a></li> </ul>	<p>Identify the reasons the Pilgrims left England Describe the Pilgrims' voyage on the Mayflower Explain the significance of Plymouth Rock Describe the Pilgrims' first interaction with the Wampanoag Describe the Pilgrims' first year in America Describe the first Thanksgiving Day celebration</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p>

Washington, Daniel Boone, and Benjamin Franklin.  
 HSS.A.K.6.3(I)  
 Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

RI.K.10 Actively engage in group reading activities with purpose and understanding.  
 W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  
 W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  
 SL.K.1 Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups  
 SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  
 SL.K.1b Continue a conversation through multiple exchanges.  
 SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  
 SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  
 SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.  
 SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.  
 L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
 L.K.1b Use frequently occurring nouns and verbs.  
 L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, or how).  
 L.K.1f Produce and expand complete sentences in shared language.  
 L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.  
 L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).  
 L.K.5b Demonstrate understanding of



**Curriculum Map - Kindergarten - History K**

Unit	Benchmarks	Essential Questions	Mission Alignment	Content	Skills
Quarter 3					
<p>Week 20-21 Colonial towns and townspeople <i>(updated 2/12/19)</i></p>	<p>HSS.A.K.1.1(I) Follow rules, such as sharing and taking turns, and know the consequences of breaking them.</p> <p>HSS.A.K.1.2(I) Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.</p> <p>HSS.A.K.1.3(I) Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.</p> <p>HSS.A.K.4.1(I) Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.</p> <p>HSS.A.K.4.2(I) Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.</p> <p>HSS.A.K.4.4(I) Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.</p> <p>HSS.A.K.6.3(I) Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).</p>		<p>Fostering Creativity and Entrepreneurial Spirit Building a Culture of Greatness</p>	<p>Colonial Towns and Townspeople Week 16- L. 1 ,2 The Country Family, A trip to Town L. 3 The Bread Makers: Millers and Bakers L. 4 The Cloth Makers: Spinners and Weavers L. 5 Dress makers, Tailors, Hatters, and cobblers Review Europe Germany Week 17- L. 7 the house Builders: Bricklayers, Masons, and carpenters L. 8 The Blacksmith</p> <p>George Washington's Gristmill How to Shear a Sheep Cleaning and Spinning Wool Weaving on a loom Shoe Maker Colonial Women's Clothing Hat Maker Bricklayer stone mason Stone Mason Building Walls Building a blacksmith shop (Carpenter) Making a Horseshoe Blacksmith- Making a nail Colonial Clothing Industrial Bakery- Making bread How to make yeast bread Tailor</p>	<p>frequently occurring verbs and adjectives by relating them to their opposites (antonyms). L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful). L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>Identify the key characteristics and differences between “towns” and “the country” or “countryside” during the colonial period of American history Explain that long ago, during the colonial period, families who lived on farms in the country were largely self-sufficient, and all family members had many daily responsibilities and chores List similarities and differences between modern family life and colonial family life Identify reasons why people who lived in the country traveled to town Describe some features of colonial towns, such as a town square, shops, and adjacent buildings Explain that tradespeople have an occupation and expertise in a particular job Name the different kinds of tradespeople found in a colonial town Describe the different kinds of tradespeople in a colonial town Identify, and associate with the appropriate trade, the tools used by colonial tradespeople Identify original plant or animal products needed to make flour and cloth Explain how the tradespeople in colonial towns saved farming families time and effort Describe the process of making cloth from cotton, flax, or wool Demonstrate familiarity with “Baa, Baa, Black Sheep,” and “Pat-a-Cake” Explain that ready-made clothing was not available for sale in colonial shops; clothing was made to order according to the exact measurements of each person Explain the essential role of the blacksmith in making tools for other tradespeople</p>

Explain the necessity of heating objects before the blacksmith can shape them

RL.K.2 With prompting and support, retell familiar stories, including key details.

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.K.10 Actively engage in group reading activities with purpose and understanding.

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a

question.

SL.K.1 Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups.

SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

SL.K.1b Continue a conversation through multiple exchanges.

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.1b Use frequently occurring nouns and verbs.

L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

L.K.1f Produce and expand complete sentences in shared language

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.

L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are

Curriculum Map - Kindergarten - History K

					colorful). L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
<p>Week 22-23 President's Song <i>(updated 2/12/19)</i></p>	<p>HSS.A.K.1.1(I) Follow rules, such as sharing and taking turns, and know the consequences of breaking them.</p> <p>HSS.A.K.1.2(I) Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.</p> <p>HSS.A.K.1.3(I) Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.</p> <p>HSS.A.K.6.1(I) Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).</p> <p>HSS.A.K.6.2(I) Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.</p> <p>HSS.A.K.6.3(I) Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).</p>		<p>Appreciation of our National Heritage Scholar empowered learning</p>	<p>Teach the President's song using the attached powerpoint</p> <p>President Song.pptx</p>	
<p>Week 24 - 28 Presidents and American Symbols <i>(updated 2/12/19)</i></p>	<p>HSS.A.K.6.1(I) Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day,</p>	<p>What is the difference between a president and a king or queen? What qualities made George Washington the best choice for our first</p>	<p>Fostering creativity and entrepreneurial spirit Public and Private Virtue Emphasis on Mentors and Classics Building a Culture</p>	<p>Week 24 American symbols and presidents Standard- K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty. L1. Washington DC L2. George Washington and the Cherry Tree Legend L3. General Washington L4. George Washington our first president</p>	<p>Name the current president of the United States Identify the White House as the president's home Describe Washington, D.C., as the city in which the current president lives and where monuments of past presidents can be found Identify the American flag Describe the differences between a president and a king</p>

Curriculum Map - Kindergarten - History K

veterans Day).  
 HSS.A.K.6.2(I)  
 Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.  
 HSS.A.K.6.3(I)  
 Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

president?

of Greatness  
 High Standards of Academic Excellence  
 Abundance  
 Mentality  
 Self-governance, personal responsibility, and accountability

Week 25  
 American Symbols and Presidents:  
 L 5 Thomas Jefferson  
 Young Abraham Lincoln  
 L 6. President Lincoln- Civil War  
 Week 26  
 American Symbols and Presidents  
 Young Theodore Roosevelt  
 L.7 President Roosevelt  
 The Statue of Liberty  
 L. 9. Mount Rushmore

Washington D.C.  
 George Washington  
 Thomas Jefferson  
 Abraham Lincoln  
 Theodore Roosevelt  
 The Statue of Liberty  
 Mount Rushmore  
 Mount Rushmore 2  
 Mount Rushmore Rocks  
 Mount Rushmore 3  
 Statue of Liberty 2  
 The White House

Name George Washington as someone admired for his honesty  
 Identify the cherry tree story as a legend  
 Describe George Washington as a general who fought for American independence  
 Explain that George Washington led his army to victory even though his army was smaller than the British army  
 Identify George Washington as the first president of the United States  
 Explain the sacrifices George Washington made for the country  
 Identify Thomas Jefferson as the third president of the United States  
 Identify Thomas Jefferson as the primary author of the Declaration of Independence  
 Describe the purpose of the Declaration of Independence as a statement of America's liberty  
 Identify the Statue of Liberty  
 Identify Abraham Lincoln as an important president of the United States  
 Explain that Abraham Lincoln was known as "Honest Abe" and why he was called that  
 Explain Abraham Lincoln's role during the U.S. Civil War  
 Identify Theodore Roosevelt as an important president of the United States  
 Describe how Theodore Roosevelt's childhood affected his life as president  
 Describe how Theodore Roosevelt loved the outdoors  
 Explain that Theodore Roosevelt worked for nature conservation  
 Identify the Mount Rushmore presidents  
 Identify Mount Rushmore as a monument  
 Explain that Mount Rushmore was carved on Native American sacred land

RL.K.5 Recognize common types of texts (e.g., storybooks, poems).  
 RI.K.1 With prompting and support, ask and answer questions about key details in a text.  
 RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  
 RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.  
 RI.K.6 Name the author and

illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.K.10 Actively engage in group reading activities with purpose and understanding.

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.K.1 Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups.

SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

SL.K.1b Continue a conversation through multiple exchanges.

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.1b Use frequently occurring nouns and verbs.

L.K.1f Produce and expand complete sentences in shared language.

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.

L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**Curriculum Map - Kindergarten - Math K**

Unit	Benchmarks	Essential Questions	Content	Skills	Assessments
Quarter 1					
Unit 1- Matching and Sorting ( Week 2- 4)  <i>(updated 2/12/19)</i>	K.MD.B.3(A) Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	How can objects be classified?	Lesson 1.1 TB pp. 1-2 Lesson 1.2 TB pp. 3-4 Lesson 1.3 TB pp. 5-6 Lesson 1.4 TB pp. 7-8 Lesson 1.5 TB pp. 9-10 Lesson 1.6 TB pp. 11-12 Lesson 1.7 TB pp. 13-14 Lesson 1.8 TB pp. 15-16	Match two (isolated) objects that belong to the same set Match two similar objects ( in a composite picture) that belong to the same set Match two objects of the same color Match two objects that have the same pattern Say if two or more objects look identical by considering attributes such as type, color, and pattern Match two objects by function, that is, say which two objects are used together Identify objects that do not belong to a particular group Sort and classify objects by attribute	Review/Assess TB pp. 19-21 Identify objects by attribute and identify the object that does not belong to the set Identify objects by color and identify the object that does not belong to the set. Identify objects by pattern and identify the object that does not belong to the set Identify objects by function and identify the object that does not belong to the set. Sort and classify objects by attribute
Unit 2- Numbers to 5 ( week 4-7)  <i>(updated 2/12/19)</i>	K.CC.A.1(A) Count to 100 by ones and by tens. K.CC.A.3(A) Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). K.CC.B.4(A) Understand the relationship between numbers and quantities; connect counting to cardinality. •a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. •b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. •c. Understand that each successive number name refers to a quantity that is one larger. K.CC.B.5(A) Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	What are numbers? What is counting and how can it be used?	Lesson 2.1 TB pp. 22-23 Lesson 2.2 TB pp. 24-25 Lesson 2.3 TB pp. 26-27 Lesson 2.4 TB pp. 28-29 Lesson 2.5 TB pp. 30-31 Lesson 2.6 TB pp. 32-33 Lesson 2.7 TB pp. 34-35 Lesson 2.8 TB pp. 36-37 Lesson 2.9 TB pp. 38-39 Lesson 2.10 TB pp. 40-41 Lesson 2.11 TB pp. 42-43 Lesson 2.12 TB pp. 44-45 Lesson 2.13 TB pp. 46-47 Lesson 2.14 TB pp. 48-49	Count upward and backward within five and recognize the numerals 1, 2, 3, 4, and 5 Count up to three and recognize the numbers 1,2, and 3 in a set of objects in concrete and pictorial forms Count up to four and recognize the number 4 in a set of objects in concrete and pictorial forms Count up to five and recognize the number 5 in a set of objects in concrete and pictorial forms. Arrange a concrete set of objects in different ways Read a picture graph Count different sets of objects in concrete and pictorial forms, and record the number of objects in each set using a picture graph Determine the number of objects in a small set without counting Understanding that a set has the same number of objects regardless of its arrangement Represent the number 1 in writing Represent the number 2 in	Review/Assess TB pp. 50-53 Given different sets of objects in a composite picture, count the number of objects in each set Given different sets of objects in a composite picture, count and record the number of objects in each set in writing Read a picture graph and record the number of objects in each set in writing. Given different sets of objects in a composite picture, count and record the number of objects in each set using a picture graph



**Curriculum Map - Kindergarten - Math K**

				<p>writing                  Represent the number 3 in writing                  Represent the number 4 in writing                  Represent the number 5 in writing                  Count up to five and write the numbers 1-5                  Count up to 5                  Read a picture graph</p>	
<p>Unit 3- Numbers to 10 (week 7-10)                   (updated 4/3/18)</p>	<p>K.CC.A.1(A)                  Count to 100 by ones and by tens.                  K.CC.A.2(A)                  Count forward beginning from a given number within the known sequence (instead of having to begin at 1)                  K.CC.A.3(A)                  Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).                  K.CC.B.4(A)                  Understand the relationship between numbers and quantities; connect counting to cardinality.                  •a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.                  •b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.                  •c. Understand that each successive number name refers to a quantity that is one larger.                  K.CC.B.5(A)                  Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p>	<p>What are numbers?                  What is counting and how can it be used?</p>	<p>Lesson 3.1 TB pp. 54-55                  Lesson 3.2 TB pp. 56-58                  Lesson 3.3 TB p. 59                  Lesson 3.4 TB pp. 60-61                  Lesson 3.5 TB pp. 62-63                  Lesson 3.6 TB pp. 64-65                  Lesson 3.7 TB pp. 66-67                  Lesson 3.8 TB pp. 68-69                  Lesson 3.9 TB pp. 70-71                  Lesson 3.10 TB pp. 72-73                  Lesson 3.11 TB pp. 74-75                  Lesson 3.12 TB pp. 76-77                  Lesson 3.13 TB pp. 78-79                  Lesson 3.14 TB pp. 80-81                  Lesson 3.15 TB pp. 82-83</p>	<p>Count upward and backward within ten and recognize the numerals 6, 7, 8, 9, and 10                  Count up to eight and recognize the numbers 6, 7, and 8 in a set of objects in concrete and pictorial forms                  Represent the number 6 in writing                  Represent the number 7 in writing                  Represent the number 8 in writing                  Count up to 8. Read a picture graph                  Count up to eight and represent the numbers 1-8 in writing                  Count up to 10 and represent the numbers 1-10 in writing                  Represent the number 9 in writing                  Represent the number 10 in writing                  Use the number line to count to 10                  Observe that the number 0 refers to an empty set.                  Represent the number 0 in writing                  Show the corresponding sets described by given numbers</p>	<p>Review/Assess TB pp. 84-87                  Count up to ten and represent the number of objects in each set in writing                  Count different sets of objects in a picture and represent the number of objects in each set in writing                  Given different sets of objects in a composite picture, count and record the number of objects in each set in writing</p>
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
Quarter 2					
<p>Unit 4- Ordering Numbers (Week 10-12)                   (updated 4/3/18)</p>	<p>K.CC.A.1(A)                  Count to 100 by ones and by tens.                  K.CC.A.2(A)                  Count forward beginning from a given number within the known sequence (instead of having to begin at 1)                  K.CC.A.3(A)                  Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>	<p>What is counting and how can it be used?</p>	<p>Lesson 4.1 TB pp. 88-91                  Lesson 4.2 TB pp. 92-95                  Lesson 4.3 TB pp. 96-97                  Lesson 4.4 TB pp. 98-99                  Lesson 4.5 TB pp. 100-101                  Lesson 4.6 TB pp. 102-104                  Lesson 4.7 TB pp. 105-106                  Lesson 4.8 TB pp. 107-108</p>	<p>Count and recite numbers from 1 to 10 in order                  Observe that from 1 to 10, the numbers are ordered according to the increasing magnitude of the numbers                  Order the numbers from 1 to 5                  Order the numbers from 1</p>	<p>Review/Assess TB pp 109-110                  Order numbers from 1-10                  Order numbers from 10-1</p>

**Curriculum Map - Kindergarten - Math K**

	<p><b>K.CC.B.4(A)</b> Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <ul style="list-style-type: none"> <li>•a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</li> <li>•b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</li> <li>•c. Understand that each successive number name refers to a quantity that is one larger.</li> </ul> <p><b>K.CC.B.5(A)</b> Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p>			<p>10-10</p> <p>Observe that from 10 to 1, the numbers are ordered according to the decreasing magnitude of the numbers</p> <p>Observe that the order of numbers from 10-1 is the reverse order of numbers from 1 to 10</p> <p>Order the numbers from 10-1</p>	
<p><b>Unit 5 Shapes</b> (Week 12-16)</p> <p><i>(updated 2/12/19)</i></p>	<p><b>K.G.A.1(A)</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p><b>K.G.A.2(A)</b> Correctly name shapes regardless of their orientations or overall size.</p> <p><b>K.G.B.4(A)</b> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p> <p><b>K.G.B.5(A)</b> Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p><b>K.G.B.6(A)</b> Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"</p>				
<p><b>Unit 6 Patterns</b> (Week 17-18)</p> <p><i>(updated 2/12/19)</i></p>	<p><b>K.G.A.2(A)</b> Correctly name shapes regardless of their orientations or overall size.</p>				
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
<b>Quarter 3</b>					
<p><b>Unit 7- Comparing Sets</b> (Week 20-21)</p> <p><i>(updated 2/12/19)</i></p>	<p><b>K.CC.C.6(A)</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p>	<p>What is counting and how can it be used?</p>	<p>Lesson 7.1 TB pp. 154-155 Lesson 7.2 TB pp. 156-157 Lesson 7.3 TB pp. 158-159 Lesson 7.4 TB pp. 160-161 Lesson 7.5 TB pp. 162-163 Lesson 7.6 TB pp. 164-165 Lesson 7.7 TB pp. 166-167</p>	<p>Say which group has more</p> <p>Say which groups of objects have an equal number</p> <p>Say which group has more</p> <p>Say which group has fewer</p> <p>Compare two sets of things given in concrete and pictorial forms, and say which set has more/fewer things</p> <p>Compare two sets of things given in concrete and pictorial forms, and say which set has a greater/fewer number</p> <p>Say which group has more</p>	<p>Review/Assess TB pp. 168-169</p> <p>Matching things in two sets</p> <p>Comparing two sets where things are not together, and using the phrase 'more .... than ....'</p> <p>Comparing two sets in a composite picture and using the phrase 'fewer ... than ...'</p>

Curriculum Map - Kindergarten - Math K

				than, an equal number and fewer than. Say which group has more/fewer Say which group has a greater number/fewer number	
Unit 8- Measurement (Week 21- 24)  <i>(updated 4/3/18)</i>	K.MD.A.1(I) Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.  K.MD.A.2(I) Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	How do we measure things? Why do we measure things?			
Unit 8- Measurement ( Week 21`-24)  <i>(updated 4/3/18)</i>	K.MD.A.1(A) Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.  K.MD.A.2(A) Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	How do we measure things? Why do we measure things?	Lesson 8.1 TB pp. 170-171 Lesson 8.2 TB pp. 172-173 Lesson 8.3 TB pp. 174-175 Lesson 8.4 TB pp. 176-177 Lesson 8.5 TB pp. 178-179 Lesson 8.6 TB pp. 180-181 Lesson 8.7 TB pp. 182-183 Lesson 8.8 TB pp. 184-185 Lesson 8.9 TB pp. 186-187 Lesson 8.10 TB pp. 188-189 Lesson 8.11 TB pp. 190-191 Lesson 8.12 TB pp. 192-193	Compare the length of tow objects with different lengths and say which is short/long Compare the lengths of two objects with different lengths and say which is short/long ans which is shorter/longer Compare the length of objects and and say which is the shortest/longest Compare the height of two objects with different heights and say which is short/tall Compare the height of two objects and say which is shorter/taller Compare the height of objects and say which is the shortest/tallest Compare the size of two objects, and say which is small/big and which is smaller/bigger Compare the size of three objects and say which is the smallest/biggest Compare the size of two objects and say which is smaller/bigger Compare the weight of two objects and say which is heave/light Compare the weight of two objects and say which is heavier/lighter than the other Compare the weight of three objects and say which is heavier/lighter than the other	Review/Assess TB p. 194 Compare the weight of two objects and say which is heavier/lighter. Compare the weight of three objects and say which is heaviest/lightest

**Curriculum Map - Kindergarten - Math K**

<p>Unit 9- Comparing Numbers to 10 (Week 24-26)  <i>(updated 4/3/18)</i></p>	<p>K.CC.A.1(A) Count to 100 by ones and by tens.</p> <p>K.CC.B.5(A) Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p>K.CC.C.6(A) Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p>K.CC.C.7(A) Compare two numbers between 1 and 10 presented as written numerals.</p>	<p>What is counting and how can it be used?</p>	<p>Lesson 9.1 Name the number that is one more than a given number Textbook pp. 1-2</p> <p>Lesson 9.2 Name the number that is one less than a given number Textbook pp. 3-4</p> <p>Lesson 9.3 Compare two numbers (that differ by 1 only) and say which is more or which is less Textbook pp. 5-6</p> <p>Lesson 9.4 Name the number that is one more than a given number Textbook pp. 7-8</p> <p>Lesson 9.5 Name a number that is one less than a given number Textbook pp. 9-10</p> <p>Lesson 9.6 compare two numbers (that differ by 1 or more) and say which is more or which is less Textbook pp 11-12</p> <p>Review/Assess Textbook pp. 13-14</p> <p>Identifying a set that has one more/fewer object than a given set.</p> <p>Comparing two numbers and finding out how much one is less.more than the other with the help of pictures</p>	<p>Count to 100 by ones and tens understand the relationship between numbers and quantities; connect counting to cardinality Count to answer 'how many' questions about as many as 20 things arranged in a line Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group Compare two numbers between 1 and 10 presented as written numerals</p>	<p>Review/Assess Textbook pp. 13-14</p>
<p>Unit 10- Numbers to 20 (Week 26-28)  <i>(updated 4/3/18)</i></p>	<p>K.CC.A.3(A) Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>K.CC.B.4(A) Understand the relationship between numbers and quantities; connect counting to cardinality. •a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. •b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. •c. Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.CC.B.5(A) Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p>K.NBT.A.1(A) Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>	<p>What is base 10 and how can it be used?</p>	<p>Lesson 10.1 Textbook pp. 15-16</p> <p>Lesson 10.2 textbook pp. 17-18</p> <p>Lesson 10.3 Textbook pp. 19-20</p> <p>Lesson 10.4 Textbook pp. 21-22</p> <p>Lesson 10.5 Textbook pp. 23-24</p> <p>Lesson 10.6 Textbook pp. 25-26</p> <p>Lesson 10.7 Textbook pp. 27-30</p> <p>Lesson 10.8 Textbook pp. 31-32</p> <p>Review/ Assess Textbook pp. 33-34</p>	<p>Count up to 20 by identifying a group of ten and a few more Count up to 20 by identifying a group of ten and a few more and writing the corresponding numerals Represent the numerals 11-15 as a ten and a few ones Represent the numerals 16-19 as a ten and a few ones Represent a number beyond 10 as being made up of a filled Ten Frame and a few more Represent the numerals 16-19 as a filled Ten Frame and a few more and write it as a two-digit number Write the numerals 11-20 based on a filled Ten Frame and a few more Count and recite numbers 1-20 in order</p>	<p>Review/Assess Textbook pp. 33-34 Count up to 20 by identifying groups of ten and ones. Represent in drawing a number of objects up to 20 in groups of ten and ones. Order numbers 11-20</p>

**Curriculum Map - Kindergarten - Math K**

<p>Unit 11- Number Bonds to 10 (Week 28-30) <i>(updated 4/3/18)</i></p>	<p><b>K.CC.B.4(A)</b> Understand the relationship between numbers and quantities; connect counting to cardinality. •a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. •b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. •c. Understand that each successive number name refers to a quantity that is one larger.</p> <p><b>K.CC.B.5(A)</b> Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p><b>K.OA.A.1(A)</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p><b>K.OA.A.3(A)</b> Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p><b>K.OA.A.5(A)</b> Fluently add and subtract within 5.</p> <p><b>K.MD.B.3(A)</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>	<p>What is addition?</p>	<p>Lesson 11.1 Textbook pp 35-36 Lesson 11.2 Textbook pp 37-38 Lesson 11.3 Textbook pp. 39-40 Lesson 11.4 Textbook pp. 41-42 Lesson 11.5 Textbook pp. 43-44 Lesson 11.6 Textbook pp. 45-46 Lesson 11.7 Textbook pp. 47-48 Use linking cubes in small group to build the numbers. Use the same 2 colors for each child in the group to be better able to walk the scholars through the process of building the number bonds. Use linking cubes, and have the scholars also write the numbers using a number bond page. Practice whole group using white boards and having scholars come up to build the number of they day or numbers that have previously been practiced</p>	<p>Find the total in a set given the size of the subsets State the size of subsets and find the total in a set Using number bonds to make 5 using number bonds to make 6 Using number bonds to make 7 Using number bonds to make 8 Using number bonds to make 9</p>	<p>Review/Assess Textbook pp. 13-14 Finding the total in a set given the size of the subsets Stating the size of each subset and finding the total in a set Using cubes to form a number bond in order to find two numbers that add up to a given number</p>
---	---	--------------------------	--	---	--

Unit	Benchmarks	Essential Questions	Content	Skills	Assessments
------	------------	---------------------	---------	--------	-------------

Quarter 4

<p>Unit 12- Addition to 10 (Week 30-32) <i>(updated 4/3/18)</i></p>	<p><b>K.CC.A.2(A)</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1)</p> <p><b>K.CC.A.3(A)</b> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p><b>K.CC.B.4(A)</b> Understand the relationship between numbers and quantities; connect counting to cardinality. •a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. •b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. •c. Understand that each successive number name refers to a quantity that is one larger.</p> <p><b>K.CC.B.5(A)</b> Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p><b>K.OA.A.1(A)</b> Represent addition and subtraction with objects,</p>	<p>What is addition?</p>	<p>Lesson 12.1 Textbook pp. 51-52 Lesson 12.2 Textbook pp. 53-54 Lesson 12.3 Textbook pp. 55-56 Lesson 12.4 Textbook pp. 57-58 Lesson 12.5 Textbook pp. 59-60 Lesson 12.6 Textbook pp. 61-62 Lesson 12.7 Textbook pp. 63-64</p>	<p>Add ( where both numbers are each less than 5) by using objects to form number bonds Add (where both numbers are each less than 5) by using counters to form number bonds Add (where both numbers are each less than 10) by using objects to form addition equations Complete addition equations with the help of number lines Add (where one number is zero) by using addition equations Form addition equations and add</p>	<p>Review/Assess Textbook pp. 65-66 Use pictures/counters to relate to/form addition equations Form/complete addition equations using counters Use a number line to count on to complete the addition equations</p>
---	---	--------------------------	---	--	---

**Curriculum Map - Kindergarten - Math K**

	<p>fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p><b>K.OA.A.2(A)</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p><b>K.OA.A.5(A)</b> Fluently add and subtract within 5.</p>				
<p><b>Unit 13- Subtraction to 10 (Week 32-34)</b> <i>(updated 4/3/18)</i></p>	<p><b>K.CC.B.4(A)</b> Understand the relationship between numbers and quantities; connect counting to cardinality. •a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. •b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. •c. Understand that each successive number name refers to a quantity that is one larger.</p> <p><b>K.CC.B.5(A)</b> Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p><b>K.OA.A.1(A)</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p><b>K.OA.A.2(A)</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p><b>K.OA.A.5(A)</b> Fluently add and subtract within 5.</p>	<p>What is subtraction?</p>	<p>Lesson 13.1 Understand the concept of subtraction using familiar situations Lesson 13.2 Understand the concept of subtraction in broader situations Lesson 13.3 Use a part-whole situation (sorted by color) to model subtraction Lesson 13.4 Use a part-whole situation (by other means of sorting) to model subtraction Lesson 13.5 Write subtraction equations based on the situation Lesson 13.6 Relate the situation to the subtraction equation and vice versa Lesson 13.7 Subtract using part-whole situations Lesson 13.8 Subtract using counters Review/Assess Subtract using counters. Represent subtraction using part-whole models</p>	<p>Understand the concept of subtraction using familiar situations Understand the concept of subtraction in broader situations Use a part-whole situation (by other means of sorting) to model subtraction Write subtraction equations based on the situation Relate the situation to the subtraction equation and vice versa Subtract using part-whole situations Subtract using counters Represent subtraction using part-whole models</p>	<p>Review/Assess Textbook p. 85-86 Subtract using counters Repeat subtraction using part-whole models</p>
<p><b>Unit 14- Addition and Subtraction (Week 34-36)</b> <i>(updated 4/3/18)</i></p>	<p><b>K.CC.B.4(A)</b> Understand the relationship between numbers and quantities; connect counting to cardinality. •a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. •b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. •c. Understand that each successive number name refers to a quantity that is one larger.</p> <p><b>K.CC.B.5(A)</b> Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p><b>K.OA.A.1(A)</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p><b>K.OA.A.2(A)</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p><b>K.OA.A.3(A)</b> Decompose numbers less than or equal to 10 into</p>	<p>What is addition? What is subtraction?</p>	<p>Lesson 14.1 Textbook pp. 87-88 Lesson 14.2 Textbook pp. 89-90 Lesson 14.3 Textbook pp. 91-92 Lesson 14.4 Textbook pp. 93-94 Lesson 14.5 Textbook pp. 95-96 Lesson 14.6 Textbook pp. 97-98 Lesson 14.7 Textbook pp. 99-100</p>	<p>Developing different addition facts based on the same situation Developing a family of addition and subtraction facts based on the same situation Adding to make 10 Developing addition and subtraction equations by interpreting the story problems differently Forming addition or subtraction equations using story problems Solve story problems that involve addition or subtraction Completing addition or subtraction equations</p>	<p>Review/Assess Textbook pp. 101-102 Completing addition or subtraction equations using pictures Solve story problems involving addition or subtraction Write addition equations based on the situation Adding to make 10 Complete addition or subtraction equations</p>

Curriculum Map - Kindergarten - Math K

	<p>pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p><b>K.OA.A.4(A)</b>                  For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p>				
<p>Unit 15-                  Numbers to 100                  ( Week 36-37)</p> <p><i>(updated 4/3/18)</i></p>	<p><b>K.CC.A.1(A)</b>                  Count to 100 by ones and by tens.</p> <p><b>K.CC.A.2(A)</b>                  Count forward beginning from a given number within the known sequence (instead of having to begin at 1)</p>	<p>What are numbers?</p>	<p>Lesson 15.1 Textbook pp. 103-104                  Lesson 15.2 Textbook pp. 105-106                  Lesson 15.3 Textbook pp. 107-108                  Lesson 15.4 Textbook pp. 109-110                  Lesson 15.5 Textbook pp. 111-112</p>	<p>Count to 100 by tens                  Count to 100 by ones                  Count to 100 by tens and ones                  Count to 100 by fives                  Tell numbers when given tens and ones</p>	<p>Review/Assess Textbook pp. 113-114                  Complete number patterns by counting in tens and in ones.                  Fill in the missing numbers, up to 100</p>

**Curriculum Map - Kindergarten - Science K**

<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>
<b>Quarter 1</b>					
<b>Week 7-8</b> <b>Apples</b>  <i>(updated 2/12/19)</i>	<b>SC.K-PS3-1(I)</b> Make observations to determine the effect of sunlight on Earth's surface. <b>SC.K.LS1-1(I)</b> Use observations to describe patterns of what plants and animals (including humans) need to survive. <b>SC.K.ESS2-2(I)</b> Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. <b>SC.K.ESS3-1(I)</b> Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. <b>SC.K.ESS3-3(I)</b> Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.		Fostering Creativity and Entrepreneurial Spirit Building a Culture of Greatness Abundance Mentality	Apples Apple Life Cycle Plant apple seeds Book: Johnny Appleseed  How Apples Grow Ten Apples Up On Top Song Apple Life Cycle Johnny Appleseed Story (Old Disney Short 17 min)	
<b>Quarter 2</b>					
<b>Week 12</b> <b>Plants/ Pumpkin Life Cycle</b>  <i>(updated 2/12/19)</i>	<b>SC.K.LS1-1(I)</b> Use observations to describe patterns of what plants and animals (including humans) need to survive. <b>SC.K.ESS3-1(I)</b> Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	How do characteristics of plants help them to survive? How does a pumpkin plant change during its life cycle?		Plants Pumpkin Life Cycle <a href="#">Pumpkin Growth Time Lapse</a> Plant a pumpkin Seed	
<b>Week 18</b> <b>Seasons and weather</b>  <i>(updated 2/12/19)</i>	<b>SC.K.ESS2-1(I)</b> Use and share observations of local weather conditions to describe patterns over time. <b>SC.K.ESS3-2(I)</b> Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.	What do the seasons have in common? What types of weather is typical for each season? How do plants and animals change during the seasons?		Week 18 Seasons and Weather- Lesson1: What's the Weather Like? . . . . 11 Lesson 2: Winter . . . . 25 Lesson 3: Spring . . . . 38 Lesson 4: Summer . . . . 50 Lesson 5: Autumn . . . . 62  Four Seasons Songs Every Three Months	Demonstrate understanding of the following units of time and their relationship to one another: day, week, month, year Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season Characterize winter as generally the coldest season, summer as generally the warmest season, and spring and autumn as transitional seasons Draw pictures that show an understanding of each season Characterize the North and South Poles as always cold in temperature, the middle section of the earth as usually warm, and most of the United States as having four seasons Describe daily weather conditions of their own locality in terms of temperature (hot, warm, cool, cold), cloud cover (sunny, cloudy), and precipitation (rain, snow, or sleet) Name at least one month in a specific season while



**Curriculum Map - Kindergarten - Science K**

Unit	Benchmarks	Essential Questions	Mission Alignment	Content	Skills
Quarter 3					
Week 20-21 Seasons and Weather  <i>(updated 2/12/19)</i>	SC.K.ESS2-1(I) Use and share observations of local weather conditions to describe patterns over time.  SC.K.ESS3-2(I) Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.	How does water change during the water cycle? How do the seasons affect the water cycle? How does the water cycle affect weather?		Week 19 Weather- <a href="#">Our World: What is Weather?</a> <a href="#">Different Types of Weather</a> Week 20 Water Cycle <a href="#">The Water Cycle Video 1</a> <a href="#">The Water Cycle Video 2</a> <a href="#">The Water Cycle Video 3</a> <a href="#">Water Cycle Song</a>  Weather Time Lapse	Demonstrate understanding of the following units of time and their relationship to one another: day, week, month, year Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season Characterize winter as generally the coldest season, summer as generally the warmest season, and spring and autumn as transitional seasons Draw pictures that show an understanding of each season Characterize the North and South Poles as always cold in temperature, the middle section of the earth as usually warm, and most of the United States as having four seasons Describe daily weather conditions of their own locality in terms of temperature (hot, warm, cool, cold), cloud cover (sunny, cloudy), and precipitation (rain, snow, or sleet) Name at least one month in a specific season while referring to a calendar Name at least one holiday in a specific season Describe any unique seasonal differences that are characteristic of their own locality (change of color and dropping of leaves in autumn; snow or ice in winter; increased rain and/or flooding in spring, etc.) Identify ways in which weather affects daily routines, such as dress, activities, etc. Identify a thermometer as an instrument used to measure temperature and describe how it works: when it is hotter outside, the liquid in the thermometer rises; when it is cooler, the liquid descends
(Week 29) 3 States of Matter  <i>(updated 2/12/19)</i>	SC.K-PS3-1(I) Make observations to determine the effect of sunlight on Earth's surface.  SC.K.ESS3-3(I) Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	How does the water cycle demonstrate the three states of matter?		3 States of Matter The water cycle and the three states of matter  Solid, Liquid, and Gas <a href="#">Solid, liquid, gas song</a> <a href="#">3 States of Matter for Kids</a> <a href="#">States of Matter for Kids 2</a> Make Oobleck	

**Curriculum Map - Kindergarten - Science K**

				<p>3 States of Matter Song 2 Matter Chatter I Wonder: States of Matter</p>	
<p>Plants (Week 29-30)  <i>(updated 4/29/18)</i></p>	<p>SC.K-PS3-1(I) Make observations to determine the effect of sunlight on Earth's surface. SC.K.LS1-1(I) Use observations to describe patterns of what plants and animals (including humans) need to survive. SC.K.ESS3-1(I) Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p>	<p>How do plants change during their life cycle?</p>	<p>George Washington Carver- Fostering creativity and entrepreneurial spirit, Scholar empowered learning,  Building a culture of greatness</p>	<p>CKLA Plants CKLA 1 Introduction to Plants 2. Plant Parts 3. The Life Cycle of a plant Plant Sunflower Seeds <a href="#">Sunflower seed time lapse</a> Plant Beans <a href="#">Bean Time Lapse</a> 4. The gigantic Turnip Plant turnip seeds and carrot seeds Plants L.1 Polly the Honeybee's Flower Tour L. 2 The Fruits of Polly's Labor L. 11 George Washington Carver <a href="#">George Washington Carver</a>  Parts of a Plant: Dr. Binocs Pollination: Dr. Binocs Photosynthesis</p>	<p>Explain that different kinds of plants grow in different environments Explain that plants are living things Describe what plants need to live and grow: food, water, air, and light Identify the root, stem, branch, leaf, flower, fruit, and seed of a plant Explain that roots anchor the plant and take in water and nutrients Explain that stems support the plant and carry water and nutrients to the various parts of the plant Explain that the plant makes its food in its leaves Explain that seeds are the beginnings of new plants Explain the basic life cycle of plants Explain that some plants produce fruit to hold seeds Compare and contrast the fruits and seeds of different plants Identify the parts of specific plants that are eaten by people Identify the petals on a flower Describe how bees collect nectar and pollen Describe how bees make and use honey Describe the important role bees play in plant pollination Identify things that plants provide to people: oxygen, food, and important products Describe the life and scientific achievements of George Washington Carver</p>
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>
Quarter 4					
<p>Week 30- Plants  <i>(updated 2/12/19)</i></p>	<p>SC.K-PS3-1(I) Make observations to determine the effect of sunlight on Earth's surface. SC.K.LS1-1(I) Use observations to describe patterns of what plants and animals (including humans) need to survive.</p>				
<p>Farm Animals (Week 31)  <i>(updated 2/12/19)</i></p>	<p>SC.K.LS1-1(I) Use observations to describe patterns of what plants and animals (including humans) need to survive. SC.K.ESS2-2(I) Construct an argument supported by evidence for how</p>			<p>Week 30 Animals Life Cycle of a chicken Eggs in the incubator <a href="#">Growth of a chick in the egg</a> Week 31</p>	<p>Explain what a farm is Describe a farmer's and a shepherd's job Identify needs of farm animals: food, water, and space to live and grow Describe how farm animal babies need to be fed and cared for by their parents or people Sequence the seasonal rhythm of planting, growing, and harvesting</p>

**Curriculum Map - Kindergarten - Science K**

	<p>plants and animals (including humans) can change the environment to meet their needs.</p> <p>SC.K.ESS3-1(I) Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p> <p>SC.K.ESS3-3(I) Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.</p>			<p>week 31 Farms L. 1. Old MacDonald Has a Farm L. 8 The Seasons of Farming L. 9. From Farm to Market</p> <p>Animals on the farm Where does milk come from How it's made: eggs Planting and harvesting on the farm</p>	<p>and harvesting Describe how farmers protect their crops from drought, and pests Sequence events of crops from farm to store (planted, harvested, transported, packaged)</p>
<p>Insects (Week 32-33)</p> <p><i>(updated 2/12/19)</i></p>	<p>SC.K.LS1-1(I) Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <p>SC.K.ESS2-2(I) Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</p>			<p>Week 32 Insects The Very Hungry Caterpillar- Eric Carle Books about insects Week 33 Butterfly Life Cycle <a href="#">Metamorphosis: Caterpillar to Butterfly</a> <a href="#">Butterfly Life Cycle Song</a> Week 34 Insects Praying Mantis <a href="#">Praying Mantis Life Cycle</a> Ladybug Books about ladybugs <a href="#">Ladybug Life Cycle</a></p> <p>The Life of a Butterfly Praying Manits: Nature's Perfect Predators</p>	
<p>Taking Care of the Earth (Week 34)</p> <p><i>(updated 5/16/18)</i></p>	<p>SC.K.ESS3-3(I) Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.</p>		<p>Building a Culture of Greatness Modeling What We Teach Self-governance, personal responsibility, and accountability</p>	<p>Taking Care of the Earth L. 1 Introducing the Earth L. 4 Reduce, Reuse, Recycle</p> <p><a href="#">Recycle It Song</a> <a href="#">Recycle It</a></p> <p>L. 6 Composting <a href="#">Make the Most of Compost!</a> L. 10 Goodbye from Good Ole earth</p>	<p>Explain why people have a special responsibility to take care of the earth Explain that Earth is composed of natural resources (land, water, and air) and that humans, plants, and animals depend on Earth's natural resources to live Explain what happens to garbage from its creation to being dumped in the landfill; to recyclable materials from home to a recycling factory; to discarded food from the table to the compost pile to the garden; and the water cycle Identify the recycling symbol and the phrase "reduce, reuse, and recycle," and understand that recycled materials are made from items that have already been used and otherwise would be garbage Identify common recyclable materials, including glass, plastic, aluminum, cardboard, and paper; and that composting is a type of recycling Identify possible solutions for the problems of</p>

**Curriculum Map - Kindergarten - Science K**

				Recycling- Reading Rainbow	garbage, litter, pollution, and conserving natural resources
<p><b>Week 35</b>  <b>Forces and Motion</b></p> <p><i>(updated 2/12/19)</i></p>	<p>SC.K-PS2-1(I)                      Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</p> <p>SC.K-PS2-2(I)                      Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.</p>	<p>1) What is MOTION?                      2) What does something in MOTION look like?                      3) What does it mean to PUSH an object?                      4) Does how hard I push it matter?                      5) If I PUSH something, where does it go?                      6) What does it mean to PULL an object?                      7) Does how hard I pull it matter?                      8) If I PULL something, where does it go?</p>		<p>Force and Motion</p> <p>Kindergarten PS2 Push Pull Lesson Plans.pdf</p> <p>Forces can push or Pull- Jack Hartmann</p> <p>Pushing and Pulling- Work, Force, and Energy</p>	
<p><b>Week 37-38</b>  <b>My Five Senses</b></p> <p><i>(updated 2/12/19)</i></p>	<p>SC.K.LS1-1(I)                      Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <p>SC.K.ESS3-1(I)                      Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p>			<p>Week 37                      CKLA                      Five Senses                      L1 My Senses Are Amazing                      L. 2 The Sense of Sight  <a href="#">How the Eye Works</a>                      L. 3 The sense of Hearing  <a href="#">How Your Ear Works</a>                      L. 4 The Sense of Smell  <a href="#">How Your Nose Works</a>                      L. 5 The Sense of Taste  <a href="#">How Your Tongue Works</a>                      Week 38                      L. 6 The Sense of Touch  <a href="#">How Your Skin Works</a>                      L. 7 Ray Charles                      L. 8 Helen Keller</p> <p>Introduction to the Five Senses (Miss Katie)</p> <p>The Five Senses (Dr. Binocs)</p> <p>Five Senses Song</p> <p>Ray Charles- Believe in Yourself</p> <p>Five Senses</p> <p>How Helen Keller Learned to Talk</p> <p>Helen Keller</p> <p>Stevie Wonder</p>	<p>Identify and describe the five senses: sight, hearing, smell, taste, and touch</p> <p>Identify the body parts associated with the five senses</p> <p>Provide simple explanations about how the eyes, ears, nose, tongue, and skin work</p> <p>Describe how the five senses help people learn about their world</p> <p>Describe some ways people take care of their bodies</p> <p>Describe some ways the five senses help protect people from harm</p> <p>Describe the experiences and challenges of someone who is blind or deaf</p> <p>Explain the contributions of Ray Charles</p> <p>Explain the contributions of Helen Keller</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about Kindergarten topics and texts</p>

Curriculum Map - Kindergarten - Science K

				<p>Ray Charles sings the ABC's</p>	<p>with peers and adults in small and large groups.            SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).            SL.K.1b Continue a conversation through multiple exchanges.            SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.            SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.            SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.            SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.            L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking            L.K.1b Use frequently occurring nouns and verbs.            L.K.1f Produce and expand complete sentences in shared language            L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.            L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).            L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.            L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.            L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).            L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).            L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.            L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
--	--	--	--	------------------------------------	--

**Curriculum Map - First Grade - Art 1**

Unit	Benchmarks	Essential Questions	Mission Alignment	Content	Skills	Assessments
Quarter 1						
August/September <i>(updated 1/12/18)</i>	VA.1.1.2(A) Use observation and investigation in preparation for making a work of art. VA.1.2.1(A) Explore uses of materials and tools to create works of art or design. VA.1.2.2(A) Demonstrate safe and proper procedures for using materials, tools, and equipment while making art. VA.1.2.3(A) Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means. VA.1.3.1(A) Use art vocabulary to describe choices while creating art. VA.1.7.1(A) Select and describe works of art that illustrate daily life experiences of one's self and others. VA.1.7.2(A) Compare images that represent the same subject. VA.1.8.1(A) Interpret art by categorizing subject matter and identifying the characteristics of form. VA.1.9.1(A) Classify artwork based on different reasons for preferences. VA.1.11.1(A) Understand that people from different places and times have made art for a variety of reasons.	How are the Elements of Art (especially Line, Shape, Color & Texture) used to create beautiful works of art? How are the Principles of Art (especially Balance, Unity & Rhythm) used to create interesting compositions in artworks? How does symmetry relate to the principle of balance in works of art?	Fostering Creativity and the Entrepreneurial Spirit High Standards of Academic Excellence	Visual Arts Math	Recognizing colors, shapes and lines. Drawing shapes and lines. Recognizing and understanding texture. Using texture plates. Using scissors. Using colors, shapes and lines to make pictures. Imagination, originality and creative freedom. Recognizing, understanding and creating a collage. Recognizing, understanding and creating a collage that focuses on balance, unity and rhyth. Creating a work of art that show symmetry.	Project based.
October	VA.1.1.1(A) Engage collaboratively in exploration and imaginative play with materials. VA.1.1.2(A) Use observation and investigation in preparation for making a work of art. VA.1.2.1(A) Explore uses of materials and tools to create works of art or design. VA.1.2.2(A) Demonstrate safe and proper procedures for using materials, tools, and equipment while making art. VA.1.2.3(A) Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means. VA.1.3.1(A) Use art vocabulary to describe choices while creating art. VA.1.4.1(A) Explain why some objects, artifacts, and artwork are valued over others. VA.1.5.1(A) Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.	What can you learn about the lives of the earliest people by investigating and looking at their cave art? How can abstract art express ideas?	Fostering Creativity and the Entrepreneurial Spirit.	Visual Arts History	Identifying cave art and how and why it was made Learning about the lives of the earliest people who made cave art Aging your paper to make it look ancient Using oil pastels safely and correctly Identifying abstract art and cubism Learning about the life and art of Pablo Picasso	Project based

**Curriculum Map - First Grade - Art 1**

<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
Quarter 2						
November/December	VA.1.6.1(A) Identify the roles and responsibilities of people who work in and visit museums and other art venues. VA.1.7.1(A) Select and describe works of art that illustrate daily life experiences of one's self and others. VA.1.7.2(A) Compare images that represent the same subject. VA.1.8.1(A) Interpret art by categorizing subject matter and identifying the characteristics of form. VA.1.9.1(A) Classify artwork based on different reasons for preferences. VA.1.11.1(A) Understand that people from different places and times have made art for a variety of reasons.					
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
November/December	VA.1.1.1(A) Engage collaboratively in exploration and imaginative play with materials. VA.1.1.2(A) Use observation and investigation in preparation for making a work of art. VA.1.2.1(A) Explore uses of materials and tools to create works of art or design. VA.1.2.2(A) Demonstrate safe and proper procedures for using materials, tools, and equipment while making art. VA.1.3.1(A) Use art vocabulary to describe choices while creating art. VA.1.4.1(A) Explain why some objects, artifacts, and artwork are valued over others. VA.1.11.1(A) Understand that people from different places and times have made art for a variety of reasons.	How do you create balance in a work of art? What was life like for the Ancient Egyptians?	Emphasis on Mentors and Classics. Fostering Creativity and the Entrepreneurial Spirit.	Visual Arts History	Use sponge painting and brush techniques to create poinsettia flowers in a balanced work of art. Draw a scarab beetle amulet using shrink plastic Draw Egyptian Hieroglyphics Use colored pencils safely and correctly Use hand pencil sharpeners safely and correctly Use scissors safely and correctly	Project based
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
Quarter 3						
January/February <i>(updated 1/12/18)</i>	VA.1.1.2(A) Use observation and investigation in preparation for making a work of art. VA.1.2.1(A) Explore uses of materials and tools to create works of art or design. VA.1.2.2(A) Demonstrate safe and proper procedures for using materials, tools, and equipment while making art. VA.1.2.3(A) Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means. VA.1.3.1(A)	How can you use the element of texture to create a work of art? How can you use the element of color to create a work of art? What is an architect?	Fostering Creativity and the Entrepreneurial Spirit High Standards of Academic Excellence	Visual Arts Math Science	Learning about Louise Nevelson and her "Nevelson Boxes" Discovering and using found objects to create an assemblage Being an architect and designing an imaginary home Mixing the primary colors to make secondary colors The color wheel and color theory	Project based

**Curriculum Map - First Grade - Art 1**

Unit	Benchmarks	Essential Questions	Mission Alignment	Content	Skills	Assessments
Quarter 4						
March/April <i>(updated 1/12/18)</i>	VA.1.1.1(A) Engage collaboratively in exploration and imaginative play with materials. VA.1.1.2(A) Use observation and investigation in preparation for making a work of art. VA.1.2.1(A) Explore uses of materials and tools to create works of art or design. VA.1.2.2(A) Demonstrate safe and proper procedures for using materials, tools, and equipment while making art. VA.1.2.3(A) Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means. VA.1.3.1(A) Use art vocabulary to describe choices while creating art. VA.1.7.1(A) Select and describe works of art that illustrate daily life experiences of one's self and others. VA.1.7.2(A) Compare images that represent the same subject. VA.1.8.1(A) Interpret art by categorizing subject matter and identifying the characteristics of form. VA.1.11.1(A) Understand that people from different places and times have made art for a variety of reasons.	How do you collaborate on a work of art? What is a habitat? What is a still life?	Fostering Creativity and the Entrepreneurial Spirit High Standards of Academic Excellence	Visual Arts Science	Using line, shape and color to create a fish Collaborating with classmates on a watercolor wash ocean background Collaborating on a multi-media work of art with classmates Drawing from life - sunflowers	Project based
May/June <i>(updated 1/12/18)</i>	VA.1.1.1(A) Engage collaboratively in exploration and imaginative play with materials. VA.1.1.2(A) Use observation and investigation in preparation for making a work of art. VA.1.2.1(A) Explore uses of materials and tools to create works of art or design. VA.1.2.2(A) Demonstrate safe and proper procedures for using materials, tools, and equipment while making art. VA.1.2.3(A) Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means. VA.1.3.1(A) Use art vocabulary to describe choices while creating art. VA.1.7.1(A) Select and describe works of art that illustrate daily life experiences of	What is a habitat? How can you use implied texture to create a work of art? What is it like to live in outer space? What do you know about outer space?	Fostering Creativity and the Entrepreneurial Spirit High Standards of Academic Excellence	Visual Arts Science	Drawing a rabbit (or other wildlife) in it's habitat Using implied texture to make animal fur Drawing a space shuttle Drawing outer space using real and imaginary details	Project based



Curriculum Map - First Grade - Art 1

one's self and others.

VA.1.7.2(A)

Compare images that represent the same subject.

VA.1.8.1(A)

Interpret art by categorizing subject matter and identifying the characteristics of form.

VA.1.9.1(A)

Classify artwork based on different reasons for preferences.

VA.1.10.1(A)

Identify times, places, and reasons by which students make art outside of school.

VA.1.11.1(A)

Understand that people from different places and times have made art for a variety of reasons.

The Listening & Learning strand of the Core Knowledge Language Arts program is designed to help students build the background knowledge and vocabulary critical to listening and reading comprehension. Through introducing, presenting, and discussing read-alouds in each domain, teachers build students' listening and reading comprehension and oral language skills. For a Unit-by-Unit Alignment of Listening & Learning objectives to the Common Core State Standards, please visit <http://www.engageny.org/resource/grade-1-english-language-arts>.

Each domain anthology is comprised of daily lessons, pausing points, a domain review, a domain assessment, and culminating activities.

- **Pausing Points:** opportunities to review, reinforce, or extend the content taught thus far. Both the decision to pause and the length of the pause are optional and should be determined by each individual teacher based on the particular class's performance.
- **Domain Review:** an opportunity to review and reinforce the material (e.g., core content and vocabulary) in the domain in order to help students prepare for the domain assessment.
- **Domain Assessment:** evaluates students' understanding and retention of academic vocabulary words and the core content targeted in the domain. The results should guide review and remediation the following day.
- **Culminating Activities:** provide remediation and/or enrichment for individual students, small groups, or the whole class based on the results of the Domain Assessment and students' Tens scores.

Table of Contents:

[Domain 1:](#) Fables and Stories

[Domain 2:](#) The Human Body

[Domain 3:](#) Different Lands, Similar Stories

[Domain 4:](#) Early World Civilizations

[Domain 5:](#) Early American Civilizations

[Domain 6:](#) Astronomy

[Domain 7:](#) The History of the Earth

[Domain 8:](#) Animals and Habitats

[Domain 9:](#) Fairy Tales

[Domain 10:](#) A New Nation: American Independence

[Domain 11:](#) Frontier Explorers

**Fables and Stories**

10 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (14 Days)

*This domain will introduce students to fables and stories that have delighted generations of people. By listening to these classics, students will increase their vocabulary and reading comprehension skills, learn valuable lessons about ethics and behavior, become familiar with the key elements and parts of a story, and acquire cultural literacy.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>Ask and answer questions requiring literal recall and understanding</i></p> <p><i>Ask and answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud</i></p> <p><i>Make predictions prior to and during read-alouds</i></p>	<p><i>Use agreed-upon rules for group discussion</i></p> <p><i>Carry on and participate in a conversation over at least 6 turns</i></p> <p><i>Ask and answer questions requiring literal recall and understanding</i></p> <p><i>Produce complete sentences when appropriate</i></p>	<p><i>Identify real-life connections between words and their use</i></p> <p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts</i></p>	
<b>Lesson 1: The Boy Who Cried Wolf</b>	<p><b>Identify character, plot, and setting</b> and explain those terms as they apply to “The Boy Who Cried Wolf”</p> <p>Identify and explain in their own words the moral of “The Boy Who Cried Wolf”</p> <p><b>Retell</b> the fable “The Boy Who Cried Wolf” including <b>key details</b></p> <p>Describe how the shepherd boy in “The Boy Who Cried Wolf” is lonely at the beginning of the fable</p> <p>Explain that “The Boy Who Cried Wolf” is fiction and why</p> <p>Identify words and phrases that suggest feelings or appeal to the senses</p> <p>Distinguish fantasy from informational or realistic text</p>	<p>Perform the story “The Boy Who Cried Wolf” for an audience using eye contact, appropriate volume, and clear enunciation</p>	<p>Identify new meanings for familiar words and apply them accurately</p> <p>Word Work: <b>startled</b></p> <p>Multiple Meaning Word Activity: <b>company</b></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 2:</b> The Maid and the Milk Pail	<p><b>Retell</b> the fable “The Maid and the Milk Pail” including <b>key details</b></p> <p>Identify the moral of the fable “The Maid and the Milk Pail”</p> <p><b>Identify the literary terms <i>characters</i> and <i>plot</i></b>, and explain those terms as they apply to the fable “The Maid and the Milk Pail”</p> <p>Explain how the milkmaid’s feelings changed from the beginning to the end of “The Maid and the Milk Pail”</p> <p>Explain that “The Maid and the Milk Pail” is fiction because it was made up to teach a lesson</p>	<p>Clarify information about “The Maid and the Milk Pail” by asking questions that begin with <i>where</i></p> <p>Prior to listening to “The Maid and the Milk Pail,” identify orally what they know and have learned about fables</p>	<p>Word Work: <b>balanced</b></p>	
<b>Lesson 3:</b> The Goose and the Golden Eggs	<p><b>Retell</b> the fable “The Goose and the Golden Eggs” including <b>key details</b></p> <p><b>Identify the moral</b> of the fable “The Goose and the Golden Eggs”</p> <p><b>Identify the literary term <i>characters</i></b>, and explain that term as it applies to the fable “The Goose and the Golden Eggs”</p> <p>Identify that the farmer in the fable “The Goose and the Golden Eggs” is greedy</p> <p>Explain that “The Goose and the Golden Eggs” is fiction because it was made up to teach a lesson</p> <p>Orally <b>compare and contrast</b> the milkmaid in “The Maid and the Milk Pail” with the farmer in “The Goose and the Golden Eggs”</p>	<p>Prior to listening to “The Goose and the Golden Eggs,” identify orally what they know and have learned about the fable “The Maid and the Milk Pail”</p>	<p>Identify new meanings for familiar words, such as <i>rock</i>, and apply them accurately</p> <p>Word Work: <b>greedy</b></p> <p>Multiple Meaning Word Activity: <b>rock</b></p>	<p>Revise the fable “The Goose and the Golden Eggs” orally or in writing by changing the ending</p> <p>Write and illustrate a new ending to the fable “The Goose and the Golden Eggs” and discuss with one or more peers</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 4:</b> The Dog in the Manger	<p><b>Describe the actions</b> of the animals in “The Dog in the Manger”</p> <p><b>Identify the moral</b> of the fable “The Dog in the Manger”</p> <p><b>Identify the literary terms <i>plot</i> and <i>setting</i></b>, and explain those terms as they apply to the fable “The Dog in the Manger”</p> <p><b>Describe the feelings</b> of the oxen in the fable “The Dog in the Manger”</p> <p>Explain that “The Dog in the Manger” is fiction because it was made up to teach a lesson</p>	<p>Clarify information about “The Dog in the Manger” by asking questions that begin with <i>why</i></p> <p>Prior to listening to “The Dog in the Manger,” identify orally what they know and have learned about characters from other fables they have heard</p>	<p>Word Work: <b>budge</b></p>	<p>With assistance, make a T-Chart to categorize and organize things that animals can and cannot do</p>
<b>Lesson 5:</b> The Wolf in Sheep’s Clothing	<p><b>Identify the moral</b> of the fable “The Wolf in Sheep’s Clothing”</p> <p><b>Identify the literary term <i>characters</i></b>, and explain the term as it applies to the fable “The Wolf in Sheep’s Clothing”</p> <p>Explain that “The Wolf in Sheep’s Clothing” is fiction because it was made up to teach a lesson</p>	<p>Prior to listening to “The Wolf in Sheep’s Clothing,” identify orally what they know and have learned about characteristics of fables</p> <p>Orally use determiners, such as <i>a</i> and <i>the</i>, and apply them accurately</p>	<p>Explain the meaning of “a wolf in sheep’s clothing” and use in appropriate contexts</p> <p>Word Work: <b>disguise</b></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 6:</b> The Fox and the Grapes	<p><b>Retell</b> the fable, “The Fox and the Grapes” including <b>key details</b></p> <p><b>Identify the moral</b> of the fable “The Fox and the Grapes”</p> <p><b>Identify the characters and plot</b> of the fable, “The Fox and the Grapes” and the characters, plot, and setting of a favorite fable</p> <p>Identify that “sour grapes” refers to how someone might feel about not getting something they wanted</p> <p>Explain that “The Fox and the Grapes” is fiction because it was made up to teach a lesson</p> <p><b>Sequence pictures illustrating events</b> from a fiction read-aloud</p>	<p>Clarify information about “The Fox and the Grapes” by asking questions that begin with <i>what</i></p> <p>Clarify directions by asking classmates about the order in which they should perform the task of drawing a favorite fable</p> <p>Add a drawing to clarify description of a favorite fable</p> <p>Prior to listening to “The Fox and the Grapes,” identify orally what they know and have learned about the use of common phrases in fables</p>	<p>Explain the meaning of the common phrase “sour grapes” and use in appropriate contexts</p> <p>Word Work: <b>bunch</b></p>	<p>Draw pictures, dictate, or write simple sentences to represent details or information from a favorite fable, including information</p> <p>about at least one character, the setting, and the beginning, middle, or end of the fable</p> <p>Create a story map that identifies characters, setting, and plot for a specific fable</p>
<i>Pausing Point</i>				
<b>Lesson 7:</b> The Little Half-Chick (Medio Pollito)	<p><b>Retell</b> orally the Spanish folktale “The Little Half-Chick (Medio Pollito),” including the <b>central message</b> or lesson</p> <p>Distinguish “The Little Half-Chick (Medio Pollito)” from realistic text by explaining that the fire, water, and wind cannot perform some of the human actions they do in the story</p>	<p>Clarify directions by asking classmates about the order in which they should perform the task of drawing the beginning, middle, and end of “The Little Half-Chick (Medio Pollito)”</p>	<p>Explain the meaning of “do unto others as you would have them do unto you” and use in appropriate contexts</p> <p>Word Work: <b>waste</b></p>	<p>Draw the beginning, middle, and end of “The Little Half-Chick (Medio Pollito)” based on multistep, oral directions</p>
<b>Lesson 8:</b> The Crowded, Noisy House	<p><b>Retell</b> “The Crowded, Noisy House” including <b>characters, plot, and setting</b></p>	<p>Clarify information about “The Crowded, Noisy House” by asking questions that begin with <i>what</i></p> <p>Perform “The Crowded, Noisy House” for an audience using eye contact, appropriate volume, and clear enunciation</p>	<p>Word Work: <b>advice</b></p>	<p>Discuss personal responses to cold weather and connect those to the way in which the characters in “The Crowded, Noisy House” respond to cold weather</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 9:</b> The Tale of Peter Rabbit	<b>Retell</b> the story of “The Tale of Peter Rabbit” with <b>characters, setting, and plot</b> , including a beginning, middle, and end		Word Work: <b>mischief</b>	Write, tell, and/or draw an original fable with characters, setting, and plot, including a beginning, middle, and end  With guidance and support from adults, explore a variety of digital tools to produce and publish a class book of new tales
<b>Lesson 10:</b> All Stories Are Anansi’s	<b>Retell</b> the folktale “All Stories Are Anansi’s” including key details  Identify “All Stories Are Anansi’s” as fiction because animals cannot talk or act like people	Clarify information about “All Stories Are Anansi’s” by asking questions that begin with <i>who</i>  Perform “All Stories Are Anansi’s” for an audience using eye contact, appropriate volume, and clear enunciation	Identify the correct usage of <i>satisfied</i> and <i>dissatisfied</i> and explain that they are antonyms  Word Work: <b>satisfied</b>	
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			

## The Human Body

10 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (14 days)

*This domain provides students with a basic introduction to the human body. Students will be introduced to a network of body systems, comprised of organs that work together to perform a variety of vitally important jobs. Students will learn about the fundamental parts and functions of five body systems: skeletal, muscular, digestive, circulatory, and nervous. This domain also focuses on care and maintenance of the human body. Students will learn how germs can cause disease, as well as how to help stop the spread of germs.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships</i></p>	<p><i>Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</i></p> <p><i>Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age</i></p> <p><i>Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud</i></p>	<p><i>Identify real-life connections between words and their use (e.g., note places at home that are cozy)</i></p>	
<b>Lesson 1:</b> Everybody Has a Body	<p><b>Describe the connection</b> between organs, systems, and networks in the human body</p> <p><b>Describe an illustration</b> of diverse people and use pictures and details in “Everybody Has a Body” to describe the read-aloud’s <b>key ideas</b></p>		<p>Identify new meanings for the word <i>organs</i> and apply them accurately</p> <p>Word Work: <b>systems</b></p> <p>Multiple Meaning Word Activity: <b>organs</b></p>	<p>Generate questions and gather information to add to a KWL (<b>K</b>now <b>W</b>onder <b>L</b>earn) Chart pertaining to <i>The Human Body</i></p>



	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 2:</b> The Body's Framework	<b>Describe the connection</b> between the skeleton and the ability to move one's body	Ask and answer <i>where</i> questions orally, requiring literal recall and understanding of the details or facts of "The Body's Framework" Add drawings to descriptions of the skeletal system to clarify ideas and thoughts Prior to listening to "The Body's Framework," orally identify what they know and have learned about body organs, systems, and networks	Word Work: <b>support</b>	With assistance, categorize and organize facts about the skeletal system to answer questions Generate questions and gather information to add to a KWL Chart pertaining to <i>The Human Body</i> Share writing with others
<b>Lesson 3:</b> Marvelous Moving Muscles	<b>Describe the connection</b> between the muscular system and the skeletal system <b>Describe an illustration</b> of a smiling child and use pictures and details in "Marvelous Moving Muscles" to describe the read-aloud's <b>key ideas</b>	Add drawings to descriptions of the muscular system to clarify ideas and thoughts Prior to listening to "Marvelous Moving Muscles," orally identify what they know and have learned about the skeletal system Prior to listening to "Marvelous Moving Muscles," orally predict what one muscle in the human body is necessary for life and then compare the prediction with the actual outcome	Sort the words <i>voluntary</i> and <i>involuntary</i> into categories to gain a sense of the concepts they represent Word Work: <b>voluntary</b>	With assistance, categorize and organize facts about the muscular system to answer questions Generate questions and gather information to add to a KWL Chart pertaining to <i>The Human Body</i> Share writing with others

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 4:</b> Chew, Swallow, Squeeze, and Churn	<p><b>Describe the connection</b> between the parts of the body associated with the digestive process</p> <p><b>Describe an illustration</b> of food and use pictures and details in “Chew, Swallow, Squeeze, and Churn” to describe the read-aloud’s <b>key ideas</b></p>	<p>Ask and answer <i>what</i> questions orally, requiring literal recall and understanding of the details or facts of “Chew, Swallow, Squeeze, and Churn”</p> <p>Add drawings to descriptions of the digestive system to clarify ideas and thoughts</p> <p>Prior to listening to “Chew, Swallow, Squeeze, and Churn,” identify orally what they know and have learned about the skeletal and muscular systems</p> <p>Prior to listening to “Chew, Swallow, Squeeze, and Churn,” orally predict how long it takes a human body to digest food, and then compare the actual outcome to the prediction</p>	<p>Sort the words <i>digestion</i> and <i>indigestion</i> into categories to gain a sense of the concepts they represent</p> <p>Word Work: <b>digestion</b></p>	<p>With assistance, categorize and organize facts about the digestive system to answer questions</p> <p>Generate questions and gather information to add to a KWL Chart pertaining to <i>The Human Body</i></p> <p>Share writing with others</p>
<b>Lesson 5:</b> The Body’s Superhighway	<p><b>Describe an illustration</b> of the circulatory system and use pictures and details in “The Body’s Superhighway” to describe the read-aloud’s <b>key ideas</b></p>	<p>Add drawings to descriptions of the circulatory system to clarify ideas and thoughts</p> <p>Prior to listening to “The Body’s Superhighway,” identify orally what they know and have learned about the body’s skeletal, muscular, and digestive systems</p>	<p>Word Work: <b>heart</b></p>	<p>With assistance, <b>categorize and organize facts</b> about the circulatory system to answer questions</p> <p>Generate questions and gather information to add to a KWL Chart pertaining to <i>The Human Body</i></p> <p>Share writing with others</p>
<b>Lesson 6:</b> Control Central: The Brain	<p><b>Describe the connection</b> between the brain and the five senses</p>	<p>Ask and answer <i>what</i> questions orally, requiring literal recall and understanding of the details or facts of “Control Central: The Brain”</p> <p>Add drawings to descriptions of the nervous system to clarify ideas and thoughts</p> <p>Prior to listening to “Control Central: The Brain,” identify orally what they know and have learned about the skeletal, muscular, digestive, and circulatory systems</p>	<p>Word Work: <b>nerves</b></p>	<p>With assistance, categorize and organize facts about the nervous system to answer questions</p> <p><b>Generate questions</b> and gather information to add to a KWL Chart pertaining to <i>The Human Body</i></p> <p>Share writing with others</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	<i>Pausing Point</i>			
<b>Lesson 7:</b> Dr. Welbody's Heroes	<p><b>Describe the connection</b> between Edward Jenner and Louis Pasteur and their contributions to modern medicine</p> <p><b>Describe an illustration</b> of germs and use pictures and details in "Dr. Welbody's Heroes" to describe the read-aloud's <b>key ideas</b></p> <p><b>Compare and contrast</b> Edward Jenner and Louis Pasteur</p>	<p>Prior to listening to "Dr. Welbody's Heroes," identify orally what they know and have learned about diseases and vaccinations</p>	<p>Word Work: <b>diseases</b></p>	<p>With assistance, categorize and organize facts and information from "Dr. Welbody's Heroes" to answer questions</p>
<b>Lesson 8:</b> Five Keys to Health	<p><b>Describe the connection</b> between healthy habits and a healthy body</p> <p><b>Describe an illustration</b> of unhealthy foods and use pictures and details in "Five Keys to Health" to describe the read-aloud's <b>key ideas</b></p>		<p>Sort nutritious and non-nutritious foods into those categories to gain a sense of the concepts the categories represent</p> <p>Identify new meanings for the word <i>brush</i> and apply them accurately</p> <p>Word Work: <b>nutritious</b></p>	
<b>Lesson 9:</b> The Pyramid Pantry		<p>Ask and answer <i>what</i> questions orally, requiring literal recall and understanding of the details or facts of "The Pyramid Pantry"</p> <p>Add drawings to descriptions of a favorite meal to clarify ideas and thoughts about a balanced diet</p> <p>Prior to listening to "The Pyramid Pantry," identify orally what they know and have learned about five keys to good health</p>	<p>Explain the meaning of "an apple a day keeps the doctor away" and use in appropriate contexts</p> <p>Word Work: <b>balanced diet</b></p>	<p>With assistance, categorize and organize facts and information about a balanced diet in a "My Plate" graphic organizer</p> <p>Share writing with others</p>

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<b>Lesson 10:</b> What a Complicated Network!	Describe the connections between the five systems of the body	Prior to listening to “What a Complicated Network!” identify orally what they know and have learned about the body’s five systems  Perform a poem with movements about the interconnectedness of body systems for an audience, using eye contact, appropriate volume, and clear enunciation	Word Work: <b>complicated</b>	
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			

**Different Lands, Similar Stories**

9 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (13 Days)

*This domain will introduce students to three themes in folktales that have been told to children for generations, using variations from different lands or countries. By listening to these stories, students will increase their vocabulary and reading comprehension skills, be exposed to different places and cultures from around the world, and learn valuable universal lessons.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering why questions that require recognizing cause/effect relationships</i></p> <p><i>Use narrative language to describe (orally or in writing) characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud</i></p>	<p><i>Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</i></p> <p><i>Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age</i></p>	<p><i>Identify real-life connections between words and their use (e.g., note places at home that are cozy)</i></p> <p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)</i></p>	
<b>Lesson 1:</b> Cinderella	<p>Identify how Cinderella feels when she is not allowed to go to the ball in “Cinderella”</p>	<p><b>Describe characters, settings, and events</b> in a reenactment of “Cinderella”</p> <p><b>Discuss personal responses to events</b> in “Cinderella”</p> <p>Prior to listening to “Cinderella,” identify orally what they know and have learned about other folktales</p>	Word Work: <b>worthy</b>	

<b>Lesson 2:</b> The Girl with the Red Slippers	<p><b>Sequence pictures</b> illustrating events in “The Girl with the Red Slippers”</p> <p>Orally <b>compare and contrast</b> similar stories from different cultures, such as “Cinderella” and “The Girl with the Red Slippers”</p>	<p>Ask and answer <i>who</i> questions orally, requiring literal recall and understanding of the details of “The Girl with the Red Slippers”</p> <p>Describe characters, settings, and events as depicted in drawings of one of the scenes from “The Girl with the Red Slippers”</p> <p>Prior to listening to “The Girl with the Red Slippers,” identify orally what they know and have learned about “Cinderella”</p>	<p>Identify multiple meanings of <i>duck</i> and use them in appropriate contexts</p> <p>Word Work: <b>cautiously</b></p> <p>Multiple Meaning Word Activity: <b>duck</b></p>	<p>Draw and describe one of the scenes from “The Girl with the Red Slippers”</p>
<b>Lesson 3:</b> Billy Beg	<p>Orally <b>compare and contrast</b> similar stories from different cultures, such as “Cinderella,” “The Girl with the Red Slippers,” and “Billy Beg”</p>	<p>Prior to listening to “Billy Beg,” orally predict what will happen in the read-aloud based on a picture and previous stories and then compare the actual outcome to the prediction</p>	<p>Word Work: <b>monstrous</b></p>	<p>Which Fairy Tale? Venn Diagram</p>
<b>Lesson 4:</b> Tom Thumb	<p>Demonstrate understanding of the central message or lesson in “Tom Thumb”</p> <p><b>Recount and identify the lesson</b> in folktales from diverse cultures, such as “Tom Thumb”</p> <p><b>Discuss personal responses</b> to how they would feel if they were so small they could fit into the palm of someone’s hand</p>	<p>Describe characters, settings, and events in a reenactment of “Tom Thumb”</p> <p>Perform “Tom Thumb” for an audience using eye contact, appropriate volume, and clear enunciation</p>	<p>Explain the meaning of “there’s no place like home” and use in appropriate contexts</p> <p>Word Work: <b>commotion</b></p>	

<p><b>Lesson 5:</b> Thumbelina</p>	<p>Demonstrate understanding of the central message or lesson in “Thumbelina”</p> <p><b>Recount and identify the lesson</b> in folktales from diverse cultures, such as “Thumbelina”</p> <p>Identify how the mole’s treatment of Thumbelina might make her feel</p> <p><b>Describe illustrations</b> of a lily pad and a mole in “Thumbelina,” using the illustrations to check and support comprehension of the read-aloud</p> <p>Orally <b>compare and contrast</b> similar stories from different cultures, such as “Tom Thumb” and “Thumbelina”</p>	<p>Ask and answer <i>who</i> questions orally, requiring literal recall and understanding of the details of “Thumbelina”</p> <p>Discuss personal responses to having a toad for a spouse</p> <p>Prior to listening to “Thumbelina,” identify orally what they know and have learned about folktales and “Tom Thumb”</p>	<p>Word Work: <b>scarcely</b></p>	<p>Create a variation of a “little people” story with characters, different settings, new plot events, and a new ending</p>
<p><b>Lesson 6:</b> Issun Boshi: One-Inch Boy</p>	<p>Demonstrate understanding of the central message or lesson in “Issun Boshi: One-Inch Boy”</p> <p><b>Recount and identify</b> the lesson in folktales from diverse cultures, such as “Issun Boshi: One-Inch Boy”</p> <p>Orally <b>compare and contrast</b> similar stories from different cultures, such as “Tom Thumb,” “Thumbelina,” and “Issun Boshi: One-Inch Boy”</p>	<p>Describe characters, settings, and events as depicted in drawings</p> <p>of one of the scenes from “Issun Boshi: One-Inch Boy”</p> <p>Add sufficient detail to a drawing of a scene from “Issun Boshi: One-Inch Boy”</p> <p>Prior to listening to “Issun Boshi: One-Inch Boy,” identify orally what they know and have learned about folktales, “Tom Thumb” and “Thumbelina”</p>	<p>Word Work: <b>deeds</b></p>	<p>Draw and describe one of the scenes from “Issun Boshi: One-Inch Boy”</p>
<p><i>Pausing Point</i></p>				

<p><b>Lesson 7:</b> Little Red Riding Hood</p>	<p>Demonstrate understanding of the central message or lesson in “Little Red Riding Hood”</p> <p><b>Recount and identify</b> the lesson in folktales from diverse cultures, such as “Little Red Riding Hood”</p> <p><b>Describe an illustration</b> of the wolf disguising himself as the grandmother in “Little Red Riding Hood,” using the illustration to</p> <p><b>check and support comprehension</b> of the read-aloud</p> <p><b>Sequence pictures</b> illustrating events in “Little Red Riding Hood”</p>	<p>Describe characters, settings, and events as depicted in drawings of one of the scenes from “Little Red Riding Hood”</p> <p>Add sufficient detail to a drawing of a scene from “Little Red Riding Hood”</p>	<p>Identify multiple meanings of <i>left</i> and use them in appropriate contexts</p> <p>Word Work: <b>cherished</b></p> <p>Multiple Meaning Word Activity: <b>left</b></p>	<p>Draw and describe one of the scenes from “Little Red Riding Hood”</p>
<p><b>Lesson 8:</b> Hu Gu Po</p>	<p>Demonstrate understanding of the central message or lesson in “Hu Gu Po”</p> <p><b>Recount and identify</b> the lesson in folktales from diverse cultures, such as “Hu Gu Po”</p> <p>Orally <b>compare and contrast</b> similar stories from different cultures, such as “Little Red Riding Hood” and “Hu Gu Po”</p>	<p>Prior to listening to “Hu Gu Po,” identify orally what they know and have learned about folktales and “Little Red Riding Hood”</p>	<p>Word Work: <b>cunning</b></p>	<p>Venn Diagram</p>
<p><b>Lesson 9:</b> Tselane</p>	<p>Demonstrate understanding of the central message or lesson in “Tselane”</p> <p><b>Recount and identify</b> the lesson in folktales from diverse cultures, such as “Tselane”</p> <p>Orally <b>compare and contrast</b> similar stories from different cultures, such as “Little Red Riding Hood,” “Hu Gu Po,” and “Tselane”</p>	<p>Prior to listening to “Tselane,” identify orally what they know and have learned about “Little Red Riding Hood” and “Hu Gu Po”</p> <p>Use determiners orally, such as the demonstratives <i>this</i>, <i>that</i>, <i>these</i>, and <i>those</i></p>	<p>Word Work: <b>fright</b></p>	<p>Venn Diagram</p>
<p><i>Domain Review</i></p>				
<p><i>Domain Assessment</i></p>				
<p><i>Culminating Activities</i></p>				



## Early World Civilizations

16 Lessons, 2 Pausing Points, Domain Review, Domain Assessment, and Culminating Activities (21 Days)

*This domain will introduce students to the development of early civilizations by examining the fundamental features of civilizations, including the advent of farming, establishment of cities and government, and creation of other practices, such as writing and religion. It should be noted that the word civilization, as used in this domain, is not meant to convey a value judgment but to indicate that a group of people collectively established and shared these practices. Starting in the ancient Middle East, students will study Mesopotamia. They will learn about the importance of the Tigris and Euphrates rivers, the development of cuneiform as the earliest-known form of writing, the first codification of laws known as the Code of Hammurabi, and the significance of gods and goddesses in the “cradle of civilization.” Students will then explore ancient Egypt and be able to compare and contrast Mesopotamia and Egypt. They will learn about the importance of the Nile River; the use of hieroglyphs; the rise of pharaohs, including Tutankhamun and Hatshepsut; the building of the Sphinx and pyramids; and the significance of mummification and the afterlife for ancient Egyptians*

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<i>These objectives are consistently addressed throughout the domain</i>		During the read-aloud discussion, students will: Ask and answer questions about key details in a text Produce complete sentences Describe with relevant details, expressing ideas and feelings clearly	During the read-aloud and word work, students will: Identify connections between words and their use	
<b>Lesson 1 A</b> Father and His Son in Mesopotamia	<b>Describe the connection</b> between the location of Mesopotamia near the Tigris and Euphrates rivers and the ability to farm. <b>Describe an illustration</b> of a desert and use pictures and details in “A Father and His Son in Mesopotamia” to <b>describe the read aloud’s key ideas</b>	<b>Students will listen to learn</b> the names of two rivers in Mesopotamia and why they were important to the people who lived in this area.	Word Work: <b>Trade</b> Identify new meanings for the MMW: <b>banks</b>	<b>Create class chart</b> about characteristics of civilizations: With assistance, categorize and organize facts and information from “A Father and His Son in Mesopotamia” to answer questions
<b>Lesson 2</b> Writing in Mesopotamia	<b>Identify the main topic</b> and retell key details of “Writing in Mesopotamia” <b>Make connections</b> between Code of Hammurabi and class rules.	<b>Students will listen to find out</b> what Mesopotamian writing looked like and how people used it, as well as what else King Hammurabi did for Mesopotamia. <b>Think Pair Share:</b> How was Mesopotamian writing different from ours? Are there any ways in which it was the same?	Word Work: <b>symbols</b> Learn the meaning of common sayings and phrases ( <b>the golden rule</b> )	<b>Add to class chart</b> about characteristics of civilizations

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<p><b>Lesson 3</b> The Religion of Babylon</p>	<p><b>Describe an illustration</b> of a ziggurat and use pictures and details in “The Religion of Babylon” to <b>describe the read-aloud’s key ideas.</b></p> <p><b>Make connections</b> between gods and goddesses and the ways Mesopotamians described natural events</p>	<p><b>Students will listen to find out</b> who the gods and goddesses were and how they were important to the people of Mesopotamia.</p> <p><b>Think Pair Share:</b> If you could trade places with Amur for a day, what would you like to do or see?</p>	<p>Word Work: <b>religion</b></p>	<p>With guidance and support from adults, respond to questions and suggestions from peers on an interactive illustration and sentence focusing on facts from “The Religion of Babylon” to add details and to strengthen writing as needed</p> <p><b>Complete chart</b> about characteristics of civilizations</p>
<p><b>Lesson 4</b> The Hanging Gardens of Babylon</p>	<p><b>Identify who is narrating</b> “The Hanging Gardens of Babylon” at various points in the story</p> <p><b>Describe the connection</b> between King Nebuchadnezzar and the Hanging Gardens of Babylon.</p> <p><b>Describe an illustration</b> of a caravan of travelers and use pictures and details in “The Hanging Gardens of Babylon” to <b>describe the read-aloud’s key ideas.</b></p>	<p>Students will listen to listen to find out what changes have occurred in Babylon over the years and to find out more about the new king who ruled Babylon at that time.</p> <p><b>Think Pair Share:</b> <i>What question</i></p>	<p>Word work: <b>caravan</b></p>	<p><b>Create class timeline:</b> categorize and organize facts and information from “The Hanging Gardens of Babylon” in a chart and in a timeline to answer questions</p> <p><b>Create own civilizations chart:</b> Make personal connections, in writing, between the way students live in the present and the way people lived in the time of Hammurabi and Nebuchadnezzar</p>
	<i>Pausing Point</i>			
<p><b>Lesson 5</b> People of the Nile</p>	<p><b>Make and confirm predictions</b> about life in Egypt.</p> <p><b>Describe the connection</b> between the annual flooding of the Nile River and the ability of Egyptians to farm and settle in the area</p> <p><b>Compare and contrast</b> Mesopotamia and ancient Egypt</p>			

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 6</b> Writing in Ancient Egypt	<p><b>Describe the connection between</b> a written language and the ability to accurately record information.</p> <p><b>Describe an illustration</b> of hieroglyphs and use pictures and details in “Writing in Ancient Egypt” <b>to describe</b> the read-aloud’s <b>key ideas</b></p> <p><b>Compare and contrast</b> writing in Mesopotamia with writing in ancient Egypt</p> <p><b>Make personal connections</b> between the role of writing in own lives with writing in ancient Egypt.</p>	Produce complete sentences	Identify connections between words and their use	
<b>Lesson 7</b> Amon-Ra and the Gods of Ancient Egypt	<p><b>Describe the connection</b> between Egyptian beliefs and their gods and goddesses</p> <p><b>Describe an illustration</b> of Egyptian gods and use pictures and details in “Amon-Ra and the Gods of Ancient Egypt” to describe the read-aloud’s key ideas</p> <p><b>Compare and contrast</b> gods/goddesses in ancient Egypt with those in Mesopotamia</p>	<p><b>Ask and answer what questions orally, requiring literal recall and understanding of the details or facts</b> of “Amon-Ra and the Gods of Ancient Egypt”</p>	Identify connections between words and their use	
<b>Lesson 8</b> Approaching the Great Pyramid		Produce complete sentences	Identify new meanings for the MMW “steps”	
<b>Lesson 9</b> The Sphinx	<b>Make and confirm predictions</b> about the Sphinx	Produce complete sentences	Identify connections between words and their use	Syntactic Awareness Activity: Subject pronouns I, you, he, she, we, they

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 10</b> The Story of Hatsheput	<p><b>Make and confirm predictions</b> about what makes Hatshepsut from other Egyptian leaders.</p> <p><b>Describe an illustration</b> of farmers working near the Nile and use pictures and detail in “The Story of Hatshepsut” to <b>describe</b> the read-aloud’s <b>key ideas</b></p> <p><b>Compare and contrast</b> Hatshepsut with other Egyptian pharaohs.</p>	Produce complete sentences	<p>Identify connections between words and their use</p> <p>Use words and phrases acquired through conversations and being read to</p> <p>Use words and phrases acquired through conversations about “The Story of Hatshepsut,” including using frequently occurring conjunctions to signal simple relationships in a “Somebody Wanted But So Then” chart</p>	With assistance, categorize and organize facts and information from “The Story of Hatshepsut” to answer questions
<b>Lesson 11</b> Tutankhamun, The Golden Pharaoh, Part I		Produce complete sentences	Identify connections between words and their use	
<b>Lesson 12</b> Tutankhamun, The Golden Pharaoh, Part II	<p><b>Make and confirm predictions</b> about what Howard Carter found in King Tut’s tomb</p>	Produce complete sentences	Identify connections between words and their use	
<i>Pausing Point</i>				
<b>Lesson 13</b> Three World Religions		Produce complete sentences	<p>Identify connections between words and their use</p> <p>Identify meaning of the word part “mono-”</p>	Create 3 column chart: With assistance, categorize and organize facts and information about Judaism, Christianity, and Islam to answer questions.
<b>Lesson 14</b> Judaism		Produce complete sentences	Identify connections between words and their use	Add to 3 column chart: Judaism, Christianity, and Islam.
<b>Lesson 15</b> Christianity	<b>Compare and contrast</b> Judaism and Christianity	Produce complete sentences	Identify connections between words and their use	Complete 3 column chart: With assistance, categorize and organize facts and information from “Christianity” to answer questions
<b>Lesson 16</b> Islam	<p><b>Make and confirm predictions</b> about whether or not they think Islam has a key figure. Like Judaism and Christianity.</p>	Produce complete sentences	Identify connections between words and their use	

**Text Analysis for  
Close Reading /  
Comprehension**

**Speaking & Listening**

**Language & Vocabulary**

**Writing**

*Domain Review*

*Domain Assessment*

*Culminating Activities*

**Early American Civilizations (11–15 days)**

11 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (15 Days)

The domain includes a study of the Maya, Aztec, and Inca civilizations, exposing students to the gradual development of cities. Students will examine the fundamental features of the Maya, Aztec, and Inca, including farming, the establishment of cities and government, as well as religion. Students will be encouraged to compare and contrast each of these societies and their elements.

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships</i></p> <p><i>Ask and answer questions about unknown words and phrases in nonfiction/informational read-alouds and discussions</i></p> <p><i>Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 1–3</i></p>	<p><i>Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</i></p> <p><i>Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age</i></p> <p><i>Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction or nonfiction/informational read-aloud</i></p> <p><i>Produce complete sentences when appropriate to task and situation</i></p>	<p><i>Identify real-life connections between words and their use (e.g., note places at home that are cozy)</i></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<p><b>Lesson 1:</b> The Maya: A Harvest and a Hurricane</p>	<p><b>Compare and contrast</b> orally and in writing cultural elements of the Maya with the nomads and today</p> <p>Distinguish that read-aloud “The Maya: A Harvest and a Hurricane” <b>describes events</b> from long ago</p>	<p>Prior to listening to “The Maya: A Harvest and a Hurricane,” identify orally what they know and have learned about nomads and how nomadic tribes, such as the Lakota Sioux, obtained food</p> <p>While listening to “The Maya: A Harvest and a Hurricane,” <b>orally predict what will happen</b> in the next read-aloud and then <b>compare the actual outcome to the prediction</b></p>	<p>Explain the meaning of “The more the merrier” and use in appropriate contexts</p> <p>Word Work: <b>harvest</b></p>	<p>With assistance, create and interpret a timeline that begins with a time approximately three thousand years ago, ends with “today,” and includes a marker for the Maya between 1000 BCE and 1542 CE</p> <p>With assistance, categorize and organize information about aspects of the Maya culture into a civilizations chart</p> <p>Generate questions and gather information from a timeline and civilization chart to answer questions about the Maya culture</p> <p>Discuss personal responses about how they get food and how the hunters got food</p>
<p><b>Lesson 2:</b> The Maya: Journey to Baikal</p>		<p><b>Clarify information</b> about “The Maya: Journey to Baikal” <b>by asking questions that begin with what</b></p> <p>Prior to listening to “The Maya: Journey to Baikal,” identify orally what they know and have learned about Mayan culture</p>	<p>Identify the correct usage of <i>noiselessly</i> and <i>noisily</i> and explain that they are antonyms</p> <p>Identify new meanings for familiar words, such as <i>strained</i>, and apply them accurately</p> <p>Word Work: <b>noiselessly</b></p> <p>Multiple Meaning Word Activity: <b>strained</b></p>	<p>With assistance, create and interpret a timeline that begins with a time approximately three thousand years ago, ends with “today,” and includes a marker for the Maya between 1000 BCE and 1542 CE</p> <p>With assistance, categorize and organize information about aspects of the Maya culture into a civilizations chart</p> <p>Generate questions and gather information from a timeline and civilization chart to answer questions about the Maya culture</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 3:</b> The Maya: King Pakal's Tomb	<p><b>Describe the characters and setting</b> in the story “The Maya: Journey to Baikal”</p> <p><b>Compare and contrast</b> orally the leaders and pyramids from the Mayan culture with those in the Egyptian culture</p>	<p>Clarify information about “The Maya: King Pakal's Tomb” by asking questions that begin with <i>where</i></p> <p>Prior to listening to “The Maya: King Pakal's Tomb,” identify orally what they know and have learned about Mayan culture and city life</p> <p>While listening to “The Maya: King Pakal's Tomb,” orally predict what will happen in the next read-aloud and then compare the actual outcome to the prediction</p>	<p>Word Work: <b>market</b></p>	<p>Write and illustrate important details about the Maya and discuss with one or more peers</p> <p>With assistance, categorize and organize information about aspects of the Maya culture into a civilizations chart</p>
<b>Lesson 4:</b> The Maya: The Festival of the First Star	<p><b>Compare and contrast</b> orally and in writing cultural elements of the Maya</p>	<p>With assistance, categorize and organize information about aspects of the Maya culture into a civilizations chart</p> <p>Draw and describe a scene from the read-aloud “The Maya: The Festival of the First Star”</p> <p>Draw three details from “The Maya: The Festival of the First Star” based on multi-step, oral directions</p> <p>Prior to listening to “The Maya: The Festival of the First Star,” identify orally what they know and have learned about the geographic area in which the Maya lived</p> <p>Prior to listening to “The Maya: The Festival of the First Star,” orally predict what will happen in the read-aloud based on previous read-alouds and the title of the read-aloud and then compare the actual outcome to the prediction</p>	<p>Identify the correct usage of <i>accurate</i> and <i>inaccurate</i> and explain that they are antonyms</p> <p>Word Work: <b>accurate</b></p>	<p>Write and illustrate three details from “The Maya: The Festival of the First Star” and discuss with one or more peers</p> <p>With assistance, categorize and organize information about aspects of the Maya culture into a civilizations chart</p>
<i>Pausing Point</i>				



	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 5:</b> The Aztec: The Legend of the Eagle and the Serpent	<p><b>Sequence five pictures</b> illustrating the read-aloud of “The Aztec: The Legend of the Eagle and the Serpent”</p> <p><b>Compare and contrast</b> orally and in writing cultural elements of the Maya and the Aztec</p>	<p>While listening to “The Aztec: The Legend of the Eagle and the Serpent,” orally predict what will happen in the read-aloud based on a picture and previous knowledge of Aztec geography and then compare the actual outcome to the prediction</p>	<p>Word Work: <b>legend</b></p>	<p>With assistance, categorize and organize information about aspects of the Aztec culture into a civilizations chart</p>
<b>Lesson 6:</b> The Aztec: The Floating Gardens of Xochimilco	<p><b>Describe an illustration</b> that depicts Aztec farming with <i>chinampas</i></p> <p><b>Compare and contrast</b> orally and in writing cultural elements of the Maya and the Aztec</p>	<p>Clarify information about “The Aztec: The Floating Gardens of Xochimilco” by asking questions that begin with <i>where</i></p> <p>Use object pronouns orally</p>	<p>Identify new meanings for familiar words, such as <i>wing</i>, and apply them accurately</p> <p>Word Work: <b>stationary</b></p>	<p>Discuss personal responses to whether they would prefer the farming style of the Maya or the Aztec</p> <p>With assistance, categorize and organize information about aspects of the Aztec culture into a civilizations chart</p>
<b>Lesson 7:</b> The Aztec: In the Palace of an Emperor	<p><b>Draw pictures, dictate, or write simple sentences to represent three details</b> or information from “The Aztec: In the Palace of an Emperor”</p> <p>Describe an illustration of Moctezuma</p> <p><b>Compare and contrast</b> orally, and in writing, cultural elements of the Maya and the Aztec</p>	<p>Clarify information about “The Aztec: In the Palace of an Emperor” by asking questions that begin with <i>why</i></p> <p>Clarify directions by asking classmates about the directions for an activity in which they are drawing details from “The Aztec: In the Palace of an Emperor”</p>	<p>Word Work: <b>emperor</b></p>	<p>Write and illustrate three details from “The Aztec: In the Palace of an Emperor” and discuss with one or more peers</p> <p>With assistance, categorize and organize information about aspects of the Aztec culture into a civilizations chart</p> <p>With assistance, create and interpret a timeline that begins with a time approximately three thousand years ago, ends with “today,” includes a marker for the Maya between 1000 BCE and 1542 CE, and indicates that Moctezuma lived approximately five hundred years ago</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 8:</b> The Aztec: Cortés's Letter	<p><b>Draw pictures, dictate, or write simple sentences to represent details</b> or information about the Aztec civilization</p> <p><b>Describe an illustration</b> that depicts Tenochtitlan</p> <p><b>Compare and contrast</b>, orally and in writing, cultural elements of the Maya and the Aztec</p>		<p>Distinguish shades of meaning among adjectives differing in intensity, such as <i>enormous</i> and <i>big</i></p> <p>Word Work: <b>enormous</b></p>	<p>With assistance, categorize and organize information about aspects of the Maya and Aztec cultures into a Civilizations Chart</p>
<b>Lesson 9:</b> The Inca: Who Were the Inca?			<p>Word Work: <b>possessions</b></p>	<p>With assistance, create and interpret a timeline that begins with a time approximately three thousand years ago, ends with “today,” includes a marker for the Maya between 1000 BCE and 1542 CE, indicates that Moctezuma lived approximately five hundred years ago, and indicates that the Inca existed at the same time as the Aztec and Moctezuma</p> <p>With assistance, categorize and organize information about aspects of the Maya, Aztec, and Inca cultures into a Civilizations Chart</p>
<b>Lesson 10:</b> The Inca: The Runner	<p>Draw pictures, dictate, or write simple sentences about farming with the <i>taclla</i></p> <p>Describe an illustration that depicts conquistadors</p> <p><b>Compare and contrast</b>, orally and in writing, cultural elements of the Maya, the Aztec, and the Inca</p> <p>Distinguish the read-aloud “The Inca: The Runner,” describes events long ago</p>	<p><b>Clarify information</b> about “The Inca: The Runner” by <b>asking questions that begin with who</b></p> <p>While listening to “The Inca: The Runner,” orally <b>predict what will happen</b> in the read-aloud based on previous read-alouds and then <b>compare the actual outcome to the prediction</b></p>	<p>Word Work: <b>forbidden</b></p>	<p>Discuss personal responses about running and connect those to the character in the read-aloud</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 11:</b> The Inca: Machu Picchu—A Lucky Discovery	<p><b>Retell</b> orally important <b>facts and information</b> from “The Inca: Machu Picchu—A Lucky Discovery”</p> <p><b>Compare and contrast</b> orally and in writing cultural elements of the Maya, the Aztec, and the Inca</p>	<p>Prior to listening to “The Inca: Machu Picchu—A Lucky Discovery,” identify orally what they know and have learned about the parts of South America in which the Inca lived</p>	<p>Word Work: <b>trek</b></p>	<p>Draw pictures, dictate, or write simple sentences to represent details or information about the Incan civilization</p> <p>Add information to a civilization chart about the Inca based on multi-step, oral directions</p> <p>With assistance, create and interpret a timeline that begins with a time approximately three thousand years ago, ends with “today,” includes a marker for the Maya between 1000 BCE and The Inca: Machu Picchu— he Inca: Machu Picchu— A Lucky Discovery Lucky Discovery 11124 Early American Civilizations 11   The Inca: Machu Picchu—A Lucky Discovery 1542 CE, indicates that Moctezuma lived approximately five hundred years ago, indicates that the Inca existed at the same time as the Aztec and Moctezuma, and indicates that Hiram Bingham located Machu Picchu in 1900</p> <p>With assistance, categorize and organize information about aspects of the Maya, Aztec, and Inca culture into a Civilizations Chart</p>
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			

## Astronomy

9 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (13 Days)

*In this domain, students will be introduced to the solar system—our home in space. They will learn that Earth, the planet on which we live, is just one of many different celestial bodies within the solar system. They will learn how the sun, the stars, the moon, and the other planets relate to the earth (given its position in space). In the early read-alouds, students will learn that the sun is a giant star as well as a source of light, heat, and energy for the earth. They will also learn about the earth’s orbit around the sun, and how the earth’s own rotation on its axis leads to the phenomenon of day and night. Part of this domain is focused on the history of space exploration and the missions to the moon. Students will learn about NASA, the Space Race, the Apollo missions, and what it takes to be an astronaut.*

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
These objectives are consistently addressed throughout the domain	<p><b>Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud</b></p> <p><b>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships</b></p> <p><b>Ask and answer questions about unknown words and phrases in nonfiction/informational read-alouds and discussions</b></p> <p>Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 1–3</p>	<p>Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</p> <p>Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age</p> <p>Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud</p> <p>Produce complete sentences when appropriate to task and situation</p>	<p>Identify real-life connections between words and their use (e.g., note places at home that are cozy)</p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 1:</b> Introduction to the Sun and Space		<p><b>Ask and answer what questions orally, requiring literal recall and understanding of the details or facts</b> from “Introduction to the Sun and Space”</p> <p>Describe the sun with relevant details, expressing ideas and feelings clearly</p> <p>Add drawings to descriptions of Earth’s atmosphere and outer space to clarify the concepts</p> <p>Sort words into categories to gain of sense of the concepts of atmosphere and outer space</p>	Word Work: <b>gas</b>	With assistance, categorize and organize information about what things are located in Earth’s atmosphere and what things are located in outer space
<b>Lesson 2:</b> The Earth and the Sun		<p><b>Ask and answer where questions orally, requiring literal recall and understanding of the details or facts</b> from “The Earth and the Sun”</p> <p>Describe the causes for night and day on Earth with relevant details, expressing ideas and feelings clearly</p>	<p>Explain the meaning of “AM” and “PM” and use in appropriate contexts</p> <p>Word Work: <b>horizon</b></p>	
<b>Lesson 3:</b> Stars	<p>Listen to and understand poetry about stars, such as “Star Light, Star Bright” and “The Star”</p> <p>Describe the connection between meteors and Earth’s atmosphere</p>	<p>Describe what is seen in the sky at dusk</p> <p>Add drawings to descriptions of what can be seen in the sky at dusk to clarify the concepts</p> <p>Prior to listening to “Stars,” identify orally what they know and have learned about Earth, planets, and stars</p>	<p>Accurately apply the meanings of the antonyms <i>dusk</i> and <i>dawn</i></p> <p>Word Work: <b>dusk</b></p>	With assistance, categorize and organize information about what things can be seen at dusk

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 4:</b> Stargazing and Constellations		<p>Ask and answer who questions orally, requiring literal recall and understanding of the details or facts from “Stargazing and Constellations”</p> <p>Ask questions to clarify directions for an activity in which students are creating a model of the Big Dipper</p> <p>Add drawings to descriptions the Big Dipper to clarify the concept</p>	<p>Accurately apply the meanings of the antonyms ancient and modern, and the antonyms <i>major</i> and <i>minor</i></p> <p>Explain the meaning of “hit the nail on the head” and use in appropriate contexts</p> <p>Word Work: <b>ancient</b></p>	
<b>Lesson 5:</b> The Moon	<p>Describe the connection between the orbit of the moon around the earth and its appearance at various phases of the orbit</p> <p><b>Describe an illustration</b> of the moon and the source of its illumination and use pictures and detail in “The Moon” <b>to describe</b> the read-aloud’s <b>key ideas</b></p> <p><b>Describe an illustration</b> of the moon and the source of its illumination and use pictures and detail in “The Moon” <b>to describe</b> the read-aloud’s <b>key ideas</b></p>	<p><b>Ask and answer when questions orally, requiring literal recall and understanding of the details or facts</b> from “Introduction to the Sun and Space”</p> <p>Prior to listening to “The Moon,” identify orally what they know and have learned about the earth, sun, and moon</p>	<p>Word Work: <b>appearance</b></p>	
<i>Pausing Point</i>				
<b>Lesson 6:</b> History of Space Exploration and Astronauts	<p>Describe the connection between the United States and the Soviet Union with respect to the Space Race</p>	<p>Describe the way in which the Chinese launched early rockets</p> <p>Add drawings to descriptions of various types of rockets</p> <p>Prior to listening to “History of Space Exploration and Astronauts,” orally predict what the read-aloud is about, and then compare the actual outcomes to predictions</p>	<p>Word Work: <b>launch</b></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 7:</b> Exploration of the Moon	Describe the connection between unmanned and manned missions to the moon	Ask questions to clarify directions for an activity in which students are creating a sketch and written statement about what they might do, see, or feel if they went to the moon  Describe the moon with relevant details, expressing ideas and feelings clearly  Add drawings to descriptions of the moon to clarify the concepts  Use possessive pronouns orally	Word Work: <b>determined</b>	Make personal connections to the concerns the first astronauts may have felt before heading in to space, and about what they would see, do, or feel if they went to the moon as an astronaut  With assistance, categorize and organize information about what would be seen and experienced on the surface of the moon
<b>Lesson 8:</b> The Solar System, Part I	Describe the connection between the sun and the first inner Planets  <b>Describe an illustration</b> of the moon and use pictures and detail in “The Solar System, Part I” <b>to describe</b> the read-aloud’s <b>key ideas</b>  <b>Compare and contrast</b> Mercury, Venus, Earth, and Mars	Ask and answer what questions orally, requiring literal recall and understanding of the details or facts from “The Solar System, Part I”  Prior to listening to “The Solar System, Part I,” identify orally what they know and have learned about the difference between planets and stars	Accurately apply the meanings of the antonyms <i>abundant</i> and <i>scarce</i>  Word Work: <b>abundant</b>	With assistance, categorize and organize information about Mercury, Venus, Earth, and Mars
<b>Lesson 9:</b> The Solar System, Part II	Describe the connection between the sun and the reason the last four planets are referred to as the outer planets	Describe what is unique about each of the eight planets with relevant details, expressing ideas and feelings clearly  Prior to listening to “The Solar System, Part II,” identify orally what they know about the four inner planets	Word Work: <b>categorize</b>	With assistance, categorize and organize information about the eight planets
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			

## The History of the Earth

8 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (12 Days)

*In this domain, students will learn about the geographical features of the earth's surface. They will also learn about the inside of the earth and characteristics of its various layers. Students will learn about the shape of the earth, the North and South Poles, and the equator. Students will also learn the names of the layers of the earth—the crust, the mantle, and the core—and characteristics of each layer. Students will learn how occurrences such as volcanoes and geysers give information about the layers of the earth.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships</i></p> <p><i>Ask and answer questions about unknown words and phrases in nonfiction/informational read-alouds and discussions</i></p> <p><i>Use illustrations and details in a nonfiction/informational read-aloud to describe its key ideas</i></p> <p><i>Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 1–3</i></p>	<p><i>Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</i></p> <p><i>Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age</i></p> <p><i>Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud</i></p>	<p><i>Identify real-life connections between words and their use (e.g., note places at home that are cozy)</i></p> <p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)</i></p>	



	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 1:</b> Our Home, Earth		<p>Draw pictures and write simple sentences to depict details from the read-aloud “Our Home, Earth”</p> <p>Write and illustrate details from the read-aloud “Our Home, Earth” and discuss with one or more peers</p> <p><b>Discuss personal responses</b> to what is inside the earth</p>	<p>Identify new meanings of familiar words, such as <i>stick</i>, and apply them accurately</p> <p>Word Work: <b>surface</b></p> <p>Multiple Meaning Word Activity: <b>stick</b></p>	<p>Draw pictures and write simple sentences to depict details from the read-aloud “Our Home, Earth”</p>
<b>Lesson 2:</b> The Earth Inside-Out, Part I		<p><b>Clarify information</b> about “The Earth Inside-Out, Part I,” <b>by asking questions that begin with <i>what</i></b></p> <p>Orally <b>retell important facts and information</b> from “The Earth Inside-Out, Part I”</p>	<p>Word Work: <b>layer</b></p>	<p>With assistance, categorize and organize information about the earth’s crust</p>
<b>Lesson 3:</b> The Earth Inside-Out, Part II		<p>Orally <b>retell important facts and information</b> from “The Earth Inside-Out, Part II”</p>	<p>Use frequently occurring conjunctions, such as <i>and</i></p> <p>Word Work: <b>solid</b></p>	<p>Write and illustrate a diagram of the layers of the earth, based on the read-aloud “The Earth Inside-Out, Part II,” and discuss with one or more peers</p>
<b>Lesson 4:</b> The Earth Inside-Out, Part III	Orally <b>compare and contrast</b> geysers and volcanoes	<p>Clarify information about “The Earth, Inside-Out, Part III,” by asking questions that begin with <i>what</i></p> <p>Orally retell important facts and information from “The Earth Inside-Out, Part III”</p>	<p>Word Work: <b>destructive</b></p>	
	<i>Pausing Point</i>			
<b>Lesson 5:</b> Minerals	<b>Compare and contrast</b> different types of rocks	<p>Describe different kinds of rocks in detail</p> <p>Write and illustrate detailed descriptions of different types of rocks and discuss with one or more peers</p>	<p>Word Work: <b>characteristics</b></p>	<p>Draw pictures and write sentences to <b>describe the characteristics</b> of a classmate</p> <p>With assistance, <b>categorize, and organize facts and information</b> within a given domain <b>to answer questions</b></p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 6:</b> The Three Types of Rocks	<b>Compare and contrast</b> the three types of rocks	Clarify information about “The Three Types of Rocks,” by asking questions that begin with <i>what</i>  Orally retell important facts and information from “The Three Types of Rocks”	Word Work: <b>sediments</b>	With assistance, categorize and organize rocks into the following categories: igneous, sedimentary, and metamorphic
<b>Lesson 7:</b> Fossils	Describe the connection between layers of sediment and sedimentary rock and fossils  Evaluate and select read-alouds on the basis of personal choice for rereading	Clarify information about “Fossils,” by asking questions that begin with <i>what</i>  Write and illustrate details from the read-aloud “Fossils” and discuss with one or more peers	Use frequently occurring conjunctions, such as <i>or</i>  Word Work: <b>preserved</b>	Write and illustrate details about something the student thinks should be preserved and explain the reason for his or her choice
<b>Lesson 8:</b> Dinosaurs	Describe the connection between layers of sediment, sedimentary rock, fossils, and dinosaurs  <b>Compare and contrast</b> different types of dinosaurs	Write and illustrate details from the read-aloud “Dinosaurs” and discuss with one or more peers	Identify new meanings of familiar words, such as <i>plate</i> , and apply them accurately  Word Work: <b>extinct</b>	Write and illustrate details about a favorite dinosaur and explain the reason for their choice
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			

## Animals and Habitats

9 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (13 Days)

*This domain will introduce students to the wonder of the natural world, focusing on the interconnectedness of all living things with their physical environment and with one another. Students will learn what a habitat is and will also learn to identify specific types of habitats and their related characteristics. They will learn to recognize different plants and animals as being indigenous to specific habitats and will begin to develop an understanding of several fundamental principles of nature. They will learn, for example, that animals and plants typically live in those habitats to which they are best suited, often developing unique characteristics or features that enable them to specifically adapt to the climate and conditions of a given environment. They will also be introduced to simple classifications of animals according to the types of food they eat and will begin to understand the notion of a food chain.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p>Ask and answer questions (e.g., <i>who, what, where, when</i>), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud</p> <p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships</p> <p>Describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud</p> <p>Ask and answer questions about unknown words and phrases in nonfiction/informational read-alouds and discussions</p> <p>Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 1–3</p>	<p>Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</p> <p>Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age</p> <p>Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud</p> <p>Produce complete sentences when appropriate to task and situation</p>	<p>Identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)</p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 1:</b> What Is a Habitat?	<p><b>Describe an illustration</b> of an alley habitat and use pictures and detail in “What Is a Habitat?” <b>to describe the</b> read-aloud’s <b>key ideas</b></p> <p><b>Compare and contrast</b> students’ habitats with the alley habitat described in “What Is a Habitat?”</p>	Describe Rattenborough’s habitat in “What Is a Habitat?” with relevant details, expressing ideas and feelings clearly	Sort words and ideas into the categories of <i>living</i> and <i>nonliving</i> to gain a sense of the concepts the categories represent  Word Work: <b>shelter</b>	<p>Make personal connections to the habitats described in “What Is a Habitat?”</p> <p>With assistance, categorize and organize information about the food and shelter seen in their habitat</p>
<b>Lesson 2:</b> Animals of the Arctic Habitat	<p><b>Describe an illustration</b> of the Arctic landscape and use pictures and detail in “Animals of the Arctic Habitat” <b>to describe the</b> read-aloud’s <b>key ideas</b></p>	<p>Describe the Arctic habitat and plants and animals that are found in that habitat with relevant details, expressing ideas and feelings clearly</p> <p>Add drawings to descriptions of the Arctic tundra and the Arctic</p> <p>Ocean to clarify ideas, thoughts, and feelings</p> <p>Prior to listening to “Animals of the Arctic Habitat,” orally identify what they know and have learned about habitats</p>	Word Work: <b>exposed</b>	<p>With assistance, categorize and organize information about the plants and animals in the Arctic habitat</p> <p>Share writing with others</p>
<b>Lesson 3:</b> Animals of the Sonoran Desert Habitat	<p><b>Describe an illustration</b> of a saguaro cactus and use pictures and detail in “Animals of the Sonoran Desert Habitat” <b>to describe the</b> read-aloud’s <b>key ideas</b></p> <p><b>Compare and contrast</b> the Arctic and the Sonoran Desert habitats</p>	<p>Ask and answer where questions orally, requiring literal recall and understanding of the details or facts from “Animals of the Sonoran Desert Habitat”</p> <p>Describe the Sonoran Desert habitat in “Animals of the Sonoran Desert Habitat” with relevant details, expressing ideas and feelings clearly</p> <p>Prior to listening to “Animals of the Sonoran Desert Habitat,” orally identify what they know and have learned about habitats and adaptation</p> <p>Prior to listening to “Animals of the Sonoran Desert Habitat,” orally predict whether animals that live in the desert are similar to animals that live in the Arctic</p>	<p>Sort words and ideas into the categories of herbivore, carnivore, and omnivore to gain a sense of the concepts the categories represent</p> <p>Define the words herbivore, <i>carnivore</i>, and <i>omnivore</i> by category and by one or more key attributes</p> <p>Identify new meanings for the word <i>fan</i> and apply them accurately</p> <p>Word Work: <b>camouflage</b></p>	With assistance, categorize and organize information about herbivores, carnivores, and omnivores

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 4:</b> Animals of the East African Savanna Habitat	Describe an illustration of the African savanna habitat and use pictures and detail in “Animals of the East African Savanna Habitat” to describe the read-aloud’s key ideas <b>Compare and contrast</b> the savanna with the desert and Arctic habitats	Describe the East African Savanna habitat with relevant details, expressing ideas and feelings clearly  Prior to listening to “Animals of the East African Savanna Habitat,” orally identify what they know and have learned about the Arctic and Sonoran Desert habitats and animals	Word Work: <b>prickly</b>	With assistance, categorize and organize information about the Arctic and Sonoran habitats and the animals that live in those habitats
<b>Lesson 5:</b> Animals of the Temperate Deciduous Forest Habitat	<b>Compare and contrast</b> the temperate deciduous forest habitat with the Arctic, Sonoran, and East African savanna habitats	Ask and answer what questions orally, requiring literal recall and understanding of the details or facts from “Animals of the Temperate Deciduous Forest Habitat”  Describe the temperate deciduous forest habitat with relevant details, expressing ideas and feelings clearly	Identify new meanings for the word <i>bark</i> and apply them accurately  Word Work: <b>store</b>  Multiple Meaning Word Activity: <b>bark</b>	With assistance, categorize and organize information about certain animals and the habitat in which they live
<i>Pausing Point</i>				
<b>Lesson 6:</b> Animals of the Tropical Rainforest Habitat	<b>Compare and contrast</b> the tropical rainforest habitat with the temperate deciduous forest habitat	Describe the tropical rainforest habitat with relevant details, expressing ideas and feelings clearly  Add drawings to descriptions of animals in the tropical rainforest habitat to clarify ideas, thoughts, and feelings  Use frequently occurring conjunctions, such as <i>but</i>	Word Work: <b>canopy</b>	Draft an informative text that presents information learned about animals in “Animals of the Tropical Rainforest Habitat” that includes mention of a topic, some facts about the topic, and some sense of closure
<b>Lesson 7:</b> Animals of the Freshwater Habitat	<b>Describe an illustration</b> of a bullfrog and use pictures and detail in “Animals Freshwater Habitat” <b>to describe</b> the read-aloud’s <b>key ideas</b>	Describe a freshwater habitat with relevant details, expressing ideas and feelings clearly	Explain the meaning of “a fish out of water” and use in appropriate contexts  Word Work: <b>float</b>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 8:</b> Animals of the Saltwater Habitat		<p>Ask and answer what questions orally, requiring literal recall and understanding of the details or facts from “Animals of the Saltwater Habitat”</p> <p>Describe the ocean with relevant details, expressing ideas and feelings clearly</p> <p>Prior to listening to “Animals of the Saltwater Habitat,” orally identify what they know and have learned about freshwater habitats</p>	<p>Accurately identify <i>shallow/deep</i>, <i>cool/warm</i>, and <i>dark/light</i> as antonyms, and provide other examples of common antonyms</p> <p>Word Work: <b>shallow</b></p>	<p>With assistance, categorize and organize information about the various habitats and the animals that live in each habitat</p>
<b>Lesson 9:</b> Habitat Destruction and Endangered Species	<p>Identify the reasons the author of “Habitat Destruction and Endangered Species” gives for the classification of bald eagles as an endangered species</p>	<p><b>Ask and answer when questions orally, requiring literal recall and understanding of the details or facts</b> from “Habitat Destruction and Endangered Species”</p> <p>Prior to listening to “Habitat Destruction and Endangered Species,” orally identify how animals have adapted to various habitats</p>	<p>Word Work: <b>destroy</b></p>	
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			

## Fairy Tales

9 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (13 Days)

*This domain will introduce students to fairy tales that have been favorites with children for generations. Students will learn about the elements of fairy tales that distinguish them from other types of fiction. They will also learn that fairy tales have the elements of character, plot, and setting that are found in other types of fiction. By becoming familiar with particular fairy tales, students will be able to add these tales to their repertoire of stories that they are able to retell orally. Reading these fairy tales will help first-grade students develop a strong foundation for the understanding of other fictional stories in later grades.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships</i></p> <p><i>Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems, describing the differences between books that tell stories and books that give information</i></p> <p><i>Talk about the illustrations and details from a fiction read-aloud to describe its characters, setting, or events</i></p>	<p><i>Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</i></p> <p><i>Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age</i></p> <p><i>Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud</i></p> <p><i>Produce complete sentences when appropriate to task and situation</i></p>	<p><i>Identify real-life connections between words and their use (e.g., note places at home that are cozy)</i></p> <p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)</i></p>	<i>With assistance, categorize and organize facts and information within a given domain to answer question</i>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 1:</b> Sleeping Beauty	<p><b>Describe, orally or in writing, the setting, characters, facts, events,</b> and elements of magic in “Sleeping Beauty”</p> <p>Describe how the thirteenth fairy feels when she is not invited to the feast using words and phrases that suggest feelings</p> <p>Distinguish fantasy from realistic text by explaining that certain events in the story could not have happened in real life</p>	<p>Prior to listening to “Sleeping Beauty,” identify orally what they know and have learned about fairy tales</p>	<p>Explain the meaning of the phrase “Land of Nod” and use in appropriate contexts</p> <p>Word Work: <b>wisdom</b></p>	
<b>Lesson 2:</b> Rumpelstiltskin	<p><b>Describe, orally or in writing, the setting, characters, facts, events,</b> and elements of magic in “Rumpelstiltskin”</p> <p>Describe how the king felt greed for more gold using words and phrases that suggest feelings</p> <p>Distinguish fantasy from realistic text by explaining that certain events in the story “Rumpelstiltskin” could not have happened in real life</p> <p><b>Compare and contrast,</b> orally and in writing, similarities and differences between “Rumpelstiltskin” and “Sleeping Beauty”</p>	<p>Clarify directions by asking classmates about the order in which they should perform the task of drawing their favorite fairy tale character from “Sleeping Beauty” or “Rumpelstiltskin”</p> <p>Prior to listening to “Rumpelstiltskin,” identify orally what they know and have learned about characteristics of fairy tales</p>	<p>Explain that <i>deny</i> and <i>admit</i> are antonyms and use properly</p> <p>Word Work: <b>succeed</b></p>	<p>Write about and illustrate their favorite character from “Sleeping Beauty” or “Rumpelstiltskin” and explain why it is their favorite</p> <p>Draw pictures, dictate, or write simple sentences to represent one character, and an appropriate setting, from “Sleeping Beauty” or “Rumpelstiltskin”</p> <p>Write about and illustrate a character and setting from “Sleeping Beauty” or “Rumpelstiltskin” and discuss with one or more peers</p> <p>Discuss personal responses to talents they may have or may wish they have</p>



	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 3:</b> Rapunzel	<p><b>Describe, orally or in writing, the setting, characters, facts, events,</b> and elements of magic in “Rapunzel”</p> <p>Describe how eating the rapunzel made the woman feel delight using words and phrases that suggest feelings</p> <p>Distinguish fantasy from realistic text by explaining that the certain events in the story could not have happened in real life</p> <p><b>Compare and contrast,</b> orally or in writing, similarities and differences between the characters and settings of “Sleeping Beauty,” “Rumpelstiltskin,” and “Rapunzel”</p>	<p>Clarify information about “Rapunzel” by asking questions that begin with <i>where</i></p> <p>While listening to “Rapunzel,” orally predict what the man will do to save his wife and then compare the actual outcome to the prediction</p>	Word Work: <b>delight</b>	Discuss personal responses to how they received their names and compare that to Rumpelstiltskin’s and Rapunzel’s names
<b>Lesson 4:</b> The Frog Prince, Part I	<p>Describe how the princess feels when her golden toy falls into a well, and how the frog feels when the princess lets him into the castle, using words and phrases that suggest feelings</p>	<p>Describe the princess, the frog, and the king with relevant details, expressing their ideas and feelings clearly</p> <p>Prior to listening to “The Frog Prince, Part I,” identify orally what they know and have learned about fairy tales and how princes are depicted in fairy tales</p> <p>Prior to listening to “The Frog Prince, Part I,” orally predict whether the title character is more like a frog or more like the princes they have heard about in other fairy tales and then compare the actual outcome to the prediction</p> <p>Perform an aspect of a character from “The Frog Prince, Part I,” for an audience using eye contact, appropriate volume, and clear enunciation</p>	Word Work: <b>retrieved</b>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 5:</b> The Frog Prince, Part II	<p>Orally <b>retell</b> the fairy tale “The Frog Prince”</p> <p>Describe how the princess feels when she first sees the frog turn into a prince using words and phrases that suggest feelings</p> <p><b>Distinguish fantasy from realistic text</b> by explaining that the certain events in the story could not have happened in real life</p> <p>Evaluate and select a read-aloud on the basis of personal choice for rereading</p>	<p><b>Clarify information</b> about “The Frog Prince, Part II” by <b>asking questions that begin with who</b></p> <p>Describe the princess, the frog, and the king with relevant details, expressing their ideas and feelings clearly</p> <p>Prior to listening to “The Frog Prince, Part II,” orally <b>predict</b> what will happen in the second part of the story based on what happened in the previous read-aloud and then <b>compare the actual outcome to the prediction</b></p>	<p>identify new meanings for familiar words, such as <i>bowl</i>, and apply them accurately</p> <p>Word Work: <b>contented</b></p> <p>Multiple Meaning Word Activity: <b>conjunctions</b></p>	<p>Discuss personal responses to how they would feel about a frog eating with them</p>
<i>Pausing Point</i>				
<b>Lesson 6:</b> Hansel and Gretel, Part I		<p>Prior to listening to “Hansel and Gretel, Part I,” orally identify what they know and have learned about fairy tales and how they usually present a problem to be solved</p> <p>Prior to listening to “Hansel and Gretel, Part I,” orally predict what kind of problem Hansel and Gretel might have and how they might try to solve it, and then compare the actual outcome to the prediction</p>	<p>Word Work: <b>comforted</b></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 7:</b> Hansel and Gretel, Part II	<p>Orally <b>retell</b> the fairy tale “Hansel and Gretel,” focusing on its characters</p> <p><b>Describe in writing the setting, characters, facts, events,</b> and elements of magic in “Hansel and Gretel”</p> <p>Distinguish this fantasy from realistic text by explaining that the certain events in the story could not have happened in real life</p> <p><b>Sequence</b> four to six pictures illustrating events of “Hansel and Gretel”</p> <p>Orally <b>compare and contrast</b> similarities and differences between the witch in “Hansel and Gretel” with the witch in “Rapunzel”</p>	<p>While listening to “Hansel and Gretel, Part II,” orally predict what will happen in the read-aloud based on the previous read-aloud and then compare the actual outcome to the prediction</p>	<p>Distinguish shades of meaning of verbs such as <i>creep</i></p> <p>Identify new meanings for familiar words, such as <i>rich</i>, and apply them accurately</p> <p>Word Work: <b>creep</b></p> <p>Multiple Meaning Word Activity: <b>rich</b></p>	
<b>Lesson 8:</b> Jack and the Beanstalk, Part I	<p><b>Write, tell, and/or draw a unique fairy tale with characters, settings, problems, solutions, and endings</b></p> <p>Distinguish this fantasy from realistic text by explaining that the certain events in the story could not have happened in real life</p> <p>Prior to listening to “Jack and the Beanstalk, Part I,” orally predict what Jack’s mother is going to think about his trade and then compare the actual outcome to the prediction</p>	<p>Prior to listening to “Jack and the Beanstalk, Part I,” identify orally what they know and have learned about the role of plants, or parts of plants, in fairy tales</p>	<p>Word Work: <b>precarious</b></p>	<p>Write, tell, and/or draw a unique fairy tale with characters, settings, problems, solutions, and endings</p> <p>Participate in a shared writing project to create an original fairy tale</p> <p>Discuss personal responses to whether or not they ever traded something they had for something else they wanted</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 9:</b> Jack and the Beanstalk, Part II	<b>Describe, in writing, the setting, characters, facts, events,</b> and elements of magic in “Jack and the Beanstalk”	Clarify directions by asking classmates about the order in which they should perform the task of writing their own fairy tale  <b>Write, tell, and/or draw a unique fairy tale with characters, settings, problems, solutions, and endings</b>  Prior to listening to “Jack and the Beanstalk, Part II,” orally predict what will happen in the read-aloud based on what happened in the previous read-aloud and then compare the actual outcome to the prediction	Explain that <i>rudely</i> and <i>politely</i> are antonyms and use properly  Word Work: <b>rudely</b> and <b>politely</b>	Write and illustrate a unique fairy tale and discuss with one or more peers  With guidance and support from adults, explore a variety of digital tools to produce and publish an original fairy tale  Participate in a shared writing project to create an original fairy tale
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			

### A New Nation: American Independence

12 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (16 Days)

*In this domain, students will hear about the birth of our country, the United States of America. They will be introduced to many important historical figures and events as the story unfolds to describe how the thirteen colonies evolved slowly over time from their initial dependence on England to the status of an independent nation. The overriding focus of this domain is from the perspective of a rather wide lens, i.e., to emphasize the story of how the colonies became an independent nation.*

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<i>These objectives are consistently addressed throughout the domain</i>	<p>Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud</p> <p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships</p> <p>Ask and answer questions about unknown words and phrases in nonfiction/informational read-alouds and discussions</p>	<p>Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</p> <p>Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age</p> <p>Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud</p> <p>Produce complete sentences when appropriate to task and situation</p>	<p>Identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)</p>	
<b>Lesson 1: The New World</b>	<p><b>Describe an illustration</b> of Native Americans and use pictures and detail in “The New World” <b>to describe the read-aloud’s key ideas</b></p> <p><b>Compare and contrast</b> indentured servants and slaves in “The New World”</p> <p>With assistance, <b>create and interpret a timeline</b> of the settlement of North America</p>		<b>Word Work: freedoms</b>	<p>Plan and draft an informative/explanatory text that presents information from “The New World” about the thirteen colonies</p> <p>Share writing with others</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 2:</b> A Taxing Time: The Boston Tea Party	<p><b>Describe the connection between</b> the taxes imposed by the British on the colonies and the Boston Tea Party</p> <p>With assistance, <b>create and interpret a timeline</b> of the settlement of North America and the creation of the United States of America</p>	<p>Ask and answer <i>what</i> questions orally, requiring literal recall and understanding of the details or facts from “A Taxing Time: The Boston Tea Party”</p> <p>Describe the Boston Tea Party with relevant details, expressing ideas and feelings clearly</p> <p>Prior to listening to “A Taxing Time: The Boston Tea Party,” orally identify what they know and have learned about the British colonies</p>	<p>Identify new meanings for the word <i>stamps</i> and apply them accurately</p> <p>Word Work: <b>harbor</b></p>	<p>Share writing with others</p>
<b>Lesson 3:</b> The Shot Heard Round the World	<p><b>Identify the main topic</b> of “The Shot Heard Round the World” and <b>retell key detail</b> of the informational read-aloud</p> <p><b>Describe the connection</b> between Paul Revere’s ride and “the shot heard round the world”</p> <p>With assistance, <b>create and interpret a timeline</b> of the settlement of North America and the creation of the United States of America</p>	<p>Describe Paul Revere’s famous ride with relevant details, expressing ideas and feelings clearly</p> <p>Prior to listening to “The Shot Heard Round the World,” orally identify what they know and have learned about the British colonies and the Boston Tea Party</p> <p>Prior to listening to “The Shot Heard Round the World,” orally predict what the main topic of the read-aloud is, and then compare the actual outcomes to predictions</p>	<p>Explain the meaning of the saying “let the cat out of the bag” and use in appropriate contexts</p> <p>Word Work: <b>volunteers</b></p>	<p>With assistance, categorize and organize facts and information from “The Shot Heard Round the World” in a Somebody Wanted But So Then chart</p> <p>Share writing with others</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<p><b>Lesson 4:</b> Declaring Independence</p>	<p><b>Describe the connection</b> between Thomas Jefferson and the Declaration of Independence</p> <p>Distinguish between information provided by pictures of a Fourth of July celebration and information about the Fourth of July provided by the words in “Declaring Independence”</p> <p>With assistance, <b>create and interpret a timeline</b> of the settlement of North America and the creation of the United States of America</p>	<p><b>Ask and answer who questions orally, requiring literal recall and understanding of the details or facts</b> from “Declaring Independence”</p> <p>Describe the meaning of the first few lines of the Declaration of Independence with relevant details, expressing ideas and feelings clearly</p> <p>Prior to listening to “Declaring Independence,” orally identify what they know and have learned about the British colonies, taxes, the Boston Tea Party, the First Continental Congress, and Paul Revere’s ride</p>	<p>Accurately apply the meanings of the antonyms <i>independent</i> and <i>dependent</i></p> <p>Word Work: <b>independent</b></p>	
<p><b>Lesson 5:</b> The Legend of Betsy Ross</p>	<p><b>Describe the connection</b> between the first official flag of the United States and the thirteen colonies</p> <p>With assistance, create and interpret a timeline of the settlement of North America and the creation of the United States of America</p>	<p><b>Describe</b> the first U.S. flag <b>with relevant details, expressing ideas and feelings clearly</b></p> <p>Prior to listening to “The Legend of Betsy Ross,” orally identify what they know and have learned about George Washington, Thomas Jefferson, Benjamin Franklin, and Paul Revere</p>	<p>Word Work: <b>alternating</b></p>	<p>Plan and draft an informative/explanatory text that presents information from “The Legend of Betsy Ross” about the first U.S. flag</p> <p>With guidance and support from adults, focus on the topic of the U.S. flag, respond to questions and suggestions from peers, and add details, as needed, to strengthen student writing about the flag</p> <p>Make personal connections to the informative text “The Legend of Betsy Ross” by describing a flag that would be representative of their class</p> <p>Share writing with others</p>
<p><i>Pausing Point</i></p>				

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 6:</b> George Washington, Commander in Chief	<b>Describe the connection</b> between the Declaration of Independence and its affect on the Continental Army	<p><b>Ask and answer <i>who</i> questions orally, requiring literal recall and understanding of the details or facts</b> from “George Washington, Commander in Chief”</p> <p><b>Describe</b> George Washington’s army with <b>relevant details, expressing ideas and feelings clearly</b></p> <p>Prior to listening to “George Washington, Commander in Chief,” orally <b>identify</b> what they know and have learned about the <b>sequence of events</b> leading up to the creation of the United States as a nation</p> <p>Prior to listening to “George Washington, Commander in Chief,” orally <b>predict</b> what the next event is in the <b>sequence of events</b> leading to the creation of the United States as a nation, and <b>then compare the actual outcomes to predictions</b></p>	Word Work: <b>struggled</b>	



	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 7: Will This War Never End?	<p><b>Describe the connection</b> between General Washington’s military strategy and the end of the war</p> <p>With assistance, <b>create and interpret a timeline</b> of the settlement of North America and the creation of the United States of America</p>	<p><b>Ask and answer who questions orally, requiring literal recall and understanding of the details or facts</b> from “Will This War Never End?”</p> <p><b>Describe, with relevant details,</b> the way in which General Washington and the French military won the war, expressing ideas and feelings clearly</p> <p>Prior to listening to “Will This War Never End?” orally identify what they know and have learned about the formation of the United States as a new nation</p> <p>Prior to listening to “Will This War Never End?” orally <b>predict</b> whether or not the war will end, and then <b>compare the actual outcomes to predictions</b></p>	<p>Word Work: <b>confident</b></p>	
Lesson 8: A Young Nation Is Born	<p><b>Describe an illustration</b> of George Washington, Benjamin Franklin, and Thomas Jefferson, and use pictures and detail in “A Young Nation Is Born” to <b>describe</b> the read-aloud’s <b>key ideas</b></p> <p><b>Identify the reasons or facts</b> the author of the read-aloud gives to support the point that George Washington is known as the “Father of Our Country.”</p> <p>With assistance, <b>create and interpret a timeline</b> of the settlement of North America and the creation of the United States of America</p>	<p><b>Add drawings to descriptions</b> of what the student would do if s/he were president to <b>clarify ideas, thoughts, and feelings</b></p> <p>Prior to listening to “A Young Nation Is Born,” orally identify what they know and have learned about the end of the Revolutionary War</p>	<p>Explain the meaning of the saying “there’s no place like home” and use in appropriate contexts</p> <p>Identify new meanings for the word <i>capital</i> and apply them accurately</p> <p>Word Work: <b>president</b></p> <p>Multiple Meaning Word Activity: <b>capital</b></p>	<p>Share writing with others</p>

Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<p><b>Lesson 9:</b> Never Leave Until Tomorrow What You Can Do Today</p>	<p><b>Ask and answer <i>what</i> questions orally, requiring literal recall and understanding of the details or facts</b> from “Never Leave Until Tomorrow What You Can Do Today”</p> <p>Ask questions to clarify directions, exercises, and/or classroom routines in connection with drawing details from “Never Leave Until Tomorrow What You Can Do Today”</p> <p>Describe Benjamin Franklin’s inventions with relevant details, expressing ideas and feelings clearly</p> <p>Add drawings to descriptions of information learned from listening to “Never Leave Until Tomorrow What You Can Do Today” to clarify ideas, thoughts, and feelings</p> <p>Prior to listening to “Never Leave Until Tomorrow What You Can Do Today,” orally identify what they know and have learned about the the founding of the United States</p>	<p>Explain the meaning of the saying “never leave until tomorrow</p> <p>what you can do today” and use in appropriate contexts</p> <p>Word Work: <b>wise</b></p>	<p>Plan and draft an informative/explanatory text that presents information from “Never Leave Until Tomorrow What You Can Do Today” about Benjamin Franklin</p> <p>Share writing with others</p>
<p><b>Lesson 10:</b> Building a Nation with Words and Ideas</p>	<p><b>Describe the connection</b> between the designation of Thomas Jefferson as “the father of American architecture” and his contributions to the design of Washington, D.C., Monticello, and the University of Virginia</p> <p><b>Describe an illustration</b> of Monticello and use pictures and details in “Building a Nation with Words and Ideas” <b>to describe</b> the read-aloud’s <b>key ideas</b></p>	<p>Describe Thomas Jefferson’s inventions with relevant details, expressing ideas and feelings clearly</p> <p>Prior to listening to “Building a Nation with Words and Ideas,” orally identify what they know and have learned about Benjamin Franklin</p> <p>Use regular past, present, and future tense verbs correctly in oral language</p>	<p>Word Work: <b>anniversary</b></p> <p>Share writing with others</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<p><b>Lesson 11:</b> Liberty and Justice for ALL?</p>	<p><b>Identify the main topic</b> of “What Do a Flag, a Bell, and an Eagle Have in Common?” and <b>retell key details</b> of the informational read-aloud</p> <p><b>Describe the connections</b> between a flag, a bell, and an eagle</p> <p><b>Describe an illustration</b> of a turkey and a bald eagle and use pictures and detail in “What Do a Flag, a Bell, and an Eagle Have in Common?” <b>to describe</b> the read-aloud’s <b>key ideas</b></p>	<p>Add drawings to descriptions of our nation’s symbols to clarify ideas, thoughts, and feelings</p> <p>Prior to listening to “What Do a Flag, a Bell, and an Eagle Have in Common?” orally predict what the main topic is of the read-aloud, and then compare the actual outcomes to predictions</p>	<p>Word Work: <b>symbols</b></p>	<p>Plan and draft an informative/explanatory text that presents information about our nation’s symbols from “What Do a Flag, a Bell, and an Eagle Have in Common?”</p> <p>Share writing with others</p>
<p><b>Lesson 12:</b> What Do a Flag, a Bell, and an Eagle Have in Common?</p>	<p><b>Identify the main topic</b> of “What Do a Flag, a Bell, and an Eagle Have in Common?” and retell key details of the informational read-aloud</p> <p><b>Describe the connections</b> between a flag, a bell, and an eagle</p> <p><b>Describe an illustration</b> of a turkey and a bald eagle and use pictures and detail in “What Do a Flag, a Bell, and an Eagle Have in Common?” <b>to describe</b> the read-aloud’s <b>key ideas</b></p>	<p>Add drawings to descriptions of our nation’s symbols to clarify ideas, thoughts, and feelings</p> <p>Prior to listening to “What Do a Flag, a Bell, and an Eagle Have in Common?” orally predict what the main topic is of the read-aloud, and then compare the actual outcomes to predictions</p>	<p>Word Work: <b>symbols</b></p>	<p>Plan and draft an informative/explanatory text that presents information about our nation’s symbols from “What Do a Flag, a Bell, and an Eagle Have in Common?”</p> <p>Share writing with others</p>
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			

**Frontier Explorers (11–15 days)**

11 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (15 Days)

*In this domain, students will learn about the American frontier and the explorers that played an important role in the westward expansion of the United States. Students will be introduced to key people and events that played a role in the early westward expansion of the United States.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p>Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud</p> <p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships</p>	<p>Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</p> <p>Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age</p> <p>Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud</p> <p>Produce complete sentences when appropriate to task and situation</p>	<p>Identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)</p>	
<b>Lesson 1:</b> Daniel Boone and the Opening of the West	<b>Describe the connection</b> between the Appalachian Mountains and the settlers’ inability to move west	Describe how a woodsman survives with relevant details, expressing ideas and feelings clearly  Add a drawing of a woodsman to a written description of how woodsmen survive to clarify ideas, thoughts, and feelings	<b>Word Work:</b> woodsmen	With assistance, create and interpret a timeline of the settlement of North America  Share writing with others
<b>Lesson 2:</b> Crossing the Appalachian Mountains	Distinguish between information provided by an image of Fort Boonesborough and information provided in the read-aloud to determine how forts protect the people living inside	Prior to listening to “Crossing the Appalachian Mountains,” predict whether Daniel Boone will make it to the land west of the Appalachian Mountains	Identify new meanings for the word <i>pass</i> and apply them accurately  <b>Word Work:</b> <b>pioneers</b>  Multiple Meaning Word Activity: <b>pass</b>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	<i>Pausing Point</i>			
<b>Lesson 3:</b> Jefferson and Monroe		<p>Ask and answer who questions orally, requiring literal recall and understanding of the details and facts from “Jefferson and Monroe”</p> <p>Describe the images from the read-aloud to retell the read-aloud with relevant details, expressing ideas and feelings clearly</p> <p>Identify simple declarative, interrogative, and exclamatory sentences orally in response to prompts</p>	Word Work: <b>emperor</b>	With assistance, create and interpret a timeline of the settlement of North America
<b>Lesson 4:</b> The Louisiana Purchase	<b>Compare and contrast</b> emperors and presidents	<p>Ask and answer what questions orally, requiring literal recall and understanding of the details and facts from “The Louisiana Purchase”</p>	<p>Identify new meanings for the word <i>letter</i> and apply them accurately</p> <p>Word Work: <b>purchase</b></p>	
<b>Lesson 5:</b> Lewis and Clark			Word Work: <b>brave</b>	<p>Draw and write sentences about which one of Lewis and Clark’s three tasks they think will be easiest and which will be most difficult, supplying reasons for their opinions</p> <p>Make personal connections to a map of Lewis and Clark’s route by creating a map of their route from home to school</p> <p>With assistance, create and interpret a timeline of the settlement of North America</p> <p>Share writing with others</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 6:</b> Lewis and Clark: The Journey Begins	Evaluate and select read-alouds on the basis of personal choice for rereading	Ask and answer when questions orally, requiring literal recall and understanding of the details and facts from “Lewis and Clark: The Journey Begins”  Add drawings to descriptions of the student on an expedition to clarify ideas, thoughts, and feelings	Word Work: <b>expedition</b>	Share writing with others
<b>Lesson 7:</b> Discovery and Danger on the Prairie		Retell the read-aloud by describing Image Cards with relevant details, expressing ideas and feelings clearly	Word Work: <b>honored</b>	Draw and write sentences about a person they honor, explaining which characteristics you honor most, and supply reasons for their opinions  Share writing with others
<b>Lesson 8:</b> Sacagawea		Ask and answer where questions orally, requiring literal recall and understanding of the details and facts from “Sacagawea”  Add drawings to a classmate’s written description of Sacagawea’s role on the expedition to clarify ideas, thoughts, and feelings	Word Work: <b>protection</b>	Write sentences about Sacagawea’s role on the expedition, respond to questions and suggestions from peers, and add details to strengthen writing as needed  Share writing with others
<b>Lesson 9:</b> Red Cedars and Grizzly Bears	Distinguish between information provided by an image of a red cedar and information provided in the read-aloud to determine why Lewis and Clark could not bring a red cedar back east  <b>Compare and contrast</b> a grizzly bear and a black bear		Word Work: <b>record</b>	Make personal connections to Lewis and Clark’s journals by creating journals of their own  Share writing with others
<b>Lesson 10:</b> Rivers and Mountains		Ask and answer what questions orally, requiring literal recall and understanding of the details and facts from “Rivers and Mountains”	Explain the meaning of “if at first you don’t succeed, try, try again” and use in appropriate contexts  Word Work: <b>dull</b>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 11:</b> To the Pacific and Back			Use the antonyms contentment and discontentment appropriately in oral language Word Work: <b>contentment</b>	Make personal connections to Lewis and Clark’s journals by creating journals of their own Share writing with others
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			

Reading Standards for Literature: Grade 1		Listening & Learning Domain										Skills Unit								
Key Ideas and Details		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	
<b>STD RL.1.1</b>	Ask and answer questions about key details in a text.																			
	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> ), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction read-aloud	♦		♦							♦									
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships	♦		♦							♦									
	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> ), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction text read independently												♦	♦	♦			♦	♦	♦
<b>STD RL.1.2</b>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.																			
	Retell fiction read-alouds including key details, and demonstrate understanding of the central message or lesson	♦		♦							♦									
	Recount fiction read-alouds, including fables and folktales from diverse cultures, identifying the lesson or moral	♦		♦																
<b>STD RL.1.3</b>	Describe characters, settings, and major events in a story, using key details.																			
	Use narrative language to describe (orally or in writing) characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud	♦		♦	♦						♦									
	Use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently												♦	♦	♦			♦	♦	♦
<b>Craft and Structure</b>		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	
<b>STD RL.1.4</b>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.																			
	Identify words and phrases that suggest feelings or appeal to the senses	♦		♦							♦									
<b>STD RL.1.5</b>	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.																			
	Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems, describing the differences between books that tell stories and books that give information	♦		♦			♦				♦									
	Distinguish fiction from informational or realistic text	♦		♦							♦									
	Distinguish fiction from informational texts that are read independently														♦	♦			♦	♦
<b>STD RL.1.6</b>	Identify who is telling the story at various points in a text.																			
	Identify who is telling the story at various points in a fiction read-aloud				♦															
	Identify who is telling the story at various points in a fiction text read independently																	♦	♦	♦



Reading Standards for Literature: Grade 1		Listening & Learning Domain											Skills Unit						
Integration of Knowledge and Ideas		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
<b>STD RL.1.7</b>	Use illustrations and details in a story to describe its characters, setting, or events.																		
	Talk about the illustrations and details from a fiction read-aloud, to describe its characters, setting, or events	♦		♦							♦								
	Sequence four to six pictures illustrating events from a fiction read-aloud	♦		♦							♦								
	Talk about the illustrations and details from a fiction text read independently, to describe its												♦	♦	♦		♦	♦	♦
<b>STD RL.1.9</b>	Compare and contrast the adventures and experiences of characters in stories.																		
	Compare and contrast (orally or in writing) similarities and differences within a single fiction read-aloud or between two or more fiction read-alouds	♦									♦								
	Compare and contrast two or more versions of the same story read aloud (e.g., Cinderella stories) by different authors or from different cultures			♦							♦								
Range of Reading and Level of Text Complexity		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
<b>STD RL.1.10</b>	With prompting and support, read prose and poetry of appropriate complexity for Grade 1.																		
	Read (with a partner or alone) and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught												♦	♦	♦		♦	♦	♦
Reading Standards for Informational Text: Grade 1		Listening & Learning Domain											Skills Unit						
Key Ideas and Details		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
<b>STD RI.1.1</b>	Ask and answer questions about key details in a text.																		
	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> ), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a nonfiction/informational read-aloud		♦		♦	♦	♦	♦	♦		♦	♦							
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships		♦		♦	♦	♦	♦	♦		♦	♦							
	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> ), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a nonfiction/informational text read independently															♦			
<b>STD RI.1.2</b>	Identify the main topic and retell key details of a text.																		
	Identify the main topic and retell key details of a nonfiction/informational read-aloud				♦	♦					♦								
	Identify the main topic and retell key details of a nonfiction/informational text read independently															♦			
<b>STD RI.1.3</b>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.																		
	Describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud		♦		♦	♦	♦	♦	♦		♦	♦							

Reading Standards for Informational Text: Grade 1		Listening & Learning Domain											Skills Unit						
Craft and Structure		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
<b>STD RI.1.4</b>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.																		
	Ask and answer questions about unknown words and phrases in nonfiction/informational read-alouds and discussions		♦		♦	♦	♦	♦	♦		♦	♦							
	Ask and answer questions about unknown words and phrases in nonfiction/informational texts read independently															♦			
<b>STD RI.1.5</b>	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.																		
	Identify and use text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a nonfiction/informational text															♦			
<b>STD RI.1.6</b>	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.																		
	Distinguish between information provided by pictures or other illustrations and information provided by the words in a nonfiction/informational read-aloud					♦					♦	♦							
	Distinguish between information provided by pictures or other illustrations and information provided by the words in a nonfiction/informational text read independently															♦			
Integration of Knowledge and Ideas		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
<b>STD RI.1.7</b>	Use the illustrations and details in a text to describe its key ideas.																		
	Use illustrations and details in a nonfiction/informational read-aloud to describe its key ideas		♦		♦	♦	♦	♦	♦		♦	♦							
	Use illustrations and details in a nonfiction/informational text read independently to describe its key ideas															♦			
<b>STD RI.1.8</b>	Identify the reasons an author gives to support points in a text.																		
	Identify the reasons or facts an author gives to support points in a nonfiction/informational read-aloud								♦		♦								
<b>STD RI.1.9</b>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).																		
	Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds		♦		♦	♦	♦	♦	♦		♦	♦							

Reading Standards for Informational Text: Grade 1		Listening & Learning Domain											Skills Unit						
Range of Reading and Level of Text Complexity		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
<b>STD RI.1.10</b>	With prompting and support, read informational texts appropriately complex for Grade 1.																		
	Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 1–3		♦		♦	♦	♦	♦	♦		♦	♦							
	Read (with a partner or alone) and demonstrate understanding of decodable nonfiction/informational text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught															♦			
Reading Standards for Foundational Skills: Grade 1		Listening & Learning Domain											Skills Unit						
Print Concepts		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
<b>STD RF.1.1</b>	Demonstrate understanding of the organization and basic features of print.																		
<b>STD RF.1.1a</b>	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).																		
	Recognize the distinguishing features of a sentence (e.g., first word capitalization, ending															♦	♦		
Phonological Awareness		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
<b>STD RF.1.2</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).																		
<b>STD RF.1.2a</b>	Distinguish long from short vowel sounds in spoken single-syllable words.																		
	Distinguish long from short vowel sounds in spoken single-syllable words															♦			
<b>STD RF.1.2b</b>	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.																		
	Orally produce single-syllable words with various vowel and consonant sounds by blending the sounds															♦	♦	♦	♦
<b>STD RF.1.2c</b>	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.																		
	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words															♦		♦	♦
<b>STD RF.1.2d</b>	Segment spoken single-syllable words into their complete sequence of individual sounds																		
	Segment and blend phonemes to form one-syllable words															♦	♦	♦	♦
	Compare words with similar vowel sounds																♦	♦	♦

Reading Standards for Foundational Skills: Grade 1		Listening & Learning Domain											Skills Unit						
Phonics and Word Recognition		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
<b>STD RF.1.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.																		
<b>STD RF.1.3a</b>	Know the spelling-sound correspondences for common consonant digraphs.																		
	Read and write the following letter-sound correspondences in words: 'sh' > /sh/, 'ch' > /ch/, 'th' > /th/(thin), 'th' > /th/ (then), 'ng' > /ng/, 'wr' > /r/, 'ck' > /k/, 'wh' > /w/, 'kn' > /n/																		
<b>STD RF.1.3b</b>	Decode regularly spelled one-syllable words.																		
	Read and/or write one-syllable words that include the letter-sound correspondences taught																		
<b>STD RF.1.3c</b>	Know final –e and common vowel team conventions for representing long vowel sounds.																		
	Read and/or write vowel sounds spelled with vowel digraph teams, such as /ae/ spelled 'a_e', 'ai,' 'ay'; /ie/ spelled 'i_e'; /oe/ spelled 'o_e', oa; /ue/ spelled 'u_e'; /oo/ spelled 'oo'; /oo/ spelled 'oo'; /ee/ spelled 'ee'																		
<b>STD RF.1.3d</b>	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.																		
	State that every syllable must have a vowel sound																		
	Identify the number of syllables, i.e., vowel sounds, in spoken and written words																		
<b>STD RF.1.3e</b>	Decode two-syllable words following basic patterns by breaking the words into syllables.																		
	Read and/or write two-syllable words composed of the following syllable types: closed syllables; magic 'e' syllables; vowel digraph syllables; r-controlled syllables																		
<b>STD RF.1.3f</b>	Read words with inflectional endings.																		
	Read words with the following inflectional endings: plural nouns ending in –s or –es; present-tense verbs ending in –s, –es, or –ing; past-tense verbs ending in –ed																		
<b>STD RF.1.3g</b>	Recognize and read grade-appropriate irregularly spelled words.																		
	Read and/or write tricky words: <b>Unit 1:</b> a, I, no, so, of, is, all, some, from, word, are, have, were, one, once, to, do, who, two, the, said, says, was, when, where, why, what, which, here, there <b>Unit 2:</b> he, she, we, be, me, they, their, my, by, some, you, your <b>Unit 3:</b> should, would, because, could, down <b>Unit 4:</b> today, yesterday, tomorrow picture, coach <b>Unit 5:</b> how, picture, coach <b>Unit 7:</b> Mexico, go, pushing																		

Reading Standards for Foundational Skills: Grade 1		Listening & Learning Domain											Skills Unit						
Fluency		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
<b>STD RF.1.4</b>	Read with sufficient accuracy and fluency to support comprehension.																		
<b>STD RF.1.4a</b>	Read grade-level text with purpose and understanding.																		
	Read decodable text that incorporates the letter-sound correspondences taught, with purpose and understanding														♦	♦	♦	♦	♦
<b>STD RF.1.4b</b>	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.																		
	Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings															♦	♦	♦	♦
<b>STD RF.1.4c</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.																		
	Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary														♦	♦	♦	♦	♦
Writing Standards: Grade 1		Listening & Learning Domain											Skills Unit						
Text Types and Purposes		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
<b>STD W.1.1</b>	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.																		
	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure	♦						♦		♦		♦							
	Plan, draft, and edit an opinion piece in which they introduce the topic or the name of the fiction or nonfiction/informational text they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure															♦		♦	
<b>STD W.1.2</b>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.																		
	Plan and/or draft, and edit an informative/explanatory text that presents information from a nonfiction/informational read-aloud that includes mention of a topic, some facts about the topic, and some sense of closure			♦		♦		♦	♦		♦								
	Plan, draft, and edit an informative/explanatory text that includes mention of a topic, some facts about the topic, and some sense of closure																♦		

Writing Standards: Grade 1		Listening & Learning Domain											Skills Unit						
Text Types and Purposes		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
<b>STD W.1.3</b>	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.																		
	Plan, draft, and edit a narrative retelling of a fiction read-aloud, with a title, characters, some details regarding the plot, the use of temporal words to signal event order, and some sense of	♦								♦									♦
	Plan, draft, and edit a personal narrative with a title, recounting two or more appropriately sequenced events, including some details about what happened, using temporal words to signal														♦				
Production and Distribution of Writing		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
<b>STD W.1.4</b>	(Begins in Grade 3)																		
<b>STD W.1.5</b>	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.																		
	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed	♦		♦	♦					♦	♦	♦			♦	♦	♦	♦	♦
<b>STD W.1.6</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.																		
	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers	♦								♦						♦			
Research to Build and Present Knowledge		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
<b>STD W.1.7</b>	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).																		
	Participate in shared research and writing projects (e.g., group scientific research and writing)									♦	♦								♦
<b>STD W.1.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.																		
	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud, and/or make connections among several read-alouds	♦		♦	♦	♦			♦	♦	♦	♦							
	With assistance, categorize and organize facts and information within a given domain to answer questions	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦							
	Generate questions and gather information from multiple sources to answer questions		♦		♦														
<b>STD W.1.9</b>	(Begins in Grade 4)																		
Range of Writing		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
<b>STD W.1.10</b>	(Begins in Grade 3)																		

Speaking and Listening Standards: Grade 1		Listening & Learning Domain											Skills Unit						
Comprehension and Collaboration		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
<b>STD SL.1.1</b>	Participate in collaborative conversations with diverse partners about <i>Grade 1 topics and texts</i> with peers and adults in small and large groups																		
<b>STD SL.1.1a</b>	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).																		
	Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦								
<b>STD SL.1.1b</b>	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.																		
	Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦								
<b>STD SL.1.1c</b>	Ask questions to clear up any confusion about the topics and texts under discussion.																		
	Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦								
<b>STD SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.																		
	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> ), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction or nonfiction/informational read-aloud	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦								
<b>STD SL.1.3</b>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.																		
<b>L&amp;L</b>	Ask questions to clarify directions, exercises, classroom routines, and/or what a speaker says about a topic	♦			♦	♦	♦	♦		♦	♦								
Presentation of Knowledge and Ideas		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
<b>STD SL.1.4</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.																		
	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly		♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦		♦		♦	♦	
<b>STD SL.1.5</b>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.																		
	Add drawings or other visual displays to oral or written descriptions when appropriate to clarify ideas, thoughts, and feelings	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦			♦	♦			
<b>STD SL.1.6</b>	Produce complete sentences when appropriate to task and situation. (See Grade 1 Language Standards 1 and 3 on page 36 for specific expectations.)																		
	Produce complete sentences when appropriate to task and situation	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦

Language Standards: Grade 1		Listening & Learning Domain											Skills Unit						
Conventions of Standard English		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
<b>STD L.1.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																		
<b>STD L.1.1a</b>	Print all upper- and lowercase letters.																		
	Write from memory the letters of the alphabet accurately in upper- and lowercase form														♦	♦	♦		
<b>STD L.1.1b</b>	Use common, proper, and possessive nouns.																		
	Use common, proper, and possessive nouns orally and in own writing														♦	♦	♦	♦	♦
	Identify common and proper nouns														♦	♦	♦	♦	♦
<b>STD L.1.1c</b>	Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops</i> ; <i>We hop</i> ).																		
	Use singular and plural nouns with matching verbs in basic sentences (e.g. <i>He hops</i> ; <i>We hop</i> )																		♦
<b>STD L.1.1d</b>	Use personal, possessive, and indefinite pronouns (e.g., <i>I</i> , <i>me</i> , <i>my</i> ; <i>they</i> , <i>them</i> , <i>their</i> ; <i>anyone</i> , <i>everything</i> ).																		
	Use personal, possessive, and indefinite pronouns orally and in own writing														♦	♦	♦		♦
<b>STD L.1.1e</b>	Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home</i> ; <i>Today I walk home</i> ; <i>Tomorrow I will walk home</i> ).																		
	Use regular present-, past-, and/or future-tense verbs correctly orally and in own writing															♦	♦	♦	♦
<b>STD L.1.1f</b>	Use frequently occurring adjectives.																		
	Use adjectives orally and in own writing															♦		♦	♦
<b>STD L.1.1g</b>	Use frequently occurring conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i> ).																		
	Use frequently occurring conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i> ) orally and in own writing														♦	♦	♦	♦	♦
<b>STD L.1.1h</b>	Use determiners (e.g., articles, demonstratives).																		
	Use determiners (e.g., <i>the</i> , <i>a</i> , <i>this</i> , <i>that</i> ) orally and in writing														♦	♦	♦	♦	♦
<b>STD L.1.1i</b>	Use frequently occurring prepositions (e.g., <i>during</i> , <i>beyond</i> , <i>toward</i> ).																		
	Use frequently occurring prepositions (e.g., <i>during</i> , <i>beyond</i> , <i>toward</i> ) orally and in writing																♦	♦	♦
<b>STD L.1.1j</b>	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.																		
	Build simple and compound declarative, interrogative, and exclamatory sentences orally in response to prompts														♦	♦	♦	♦	♦



Language Standards: Grade 1		Listening & Learning Domain											Skills Unit						
Conventions of Standard English		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
<b>STD L.1.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																		
<b>STD L.1.2a</b>	Capitalize dates and names of people.																		
	Capitalize dates and names of people																		
<b>STD L.1.2b</b>	Use end punctuation for sentences.																		
	Identify and use end punctuation, including periods, question marks, and exclamation points in writing																		
<b>STD L.1.2c</b>	Use commas in dates and to separate single words in a series.																		
	Use commas in dates and to separate single words in a series																		
<b>STD L.1.2d</b>	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.																		
	Spell and write one-syllable words using the letter-sound correspondences taught in Grade 1, using the Individual Code Chart as needed																		
	Spell and write high-frequency tricky words																		
<b>STD L.1.2e</b>	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.																		
	Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write <i>bote</i> for <i>boat</i> , <i>sum</i> for <i>some</i> , <i>hunee</i> for <i>honey</i> , etc.																		
<b>Knowledge of Language</b>		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
<b>STD L.1.3</b>	(Begins in grade 2)																		
<b>Vocabulary Acquisition and Use</b>		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
<b>STD L.1.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.																		
<b>STD L.1.4a</b>	Use sentence-level context as a clue to the meaning of a word or phrase.																		
	Use sentence-level context as a clue to the meaning of a word or phrase																		
<b>STD L.1.4b</b>	Use frequently occurring affixes as a clue to the meaning of a word.																		
	Use frequently occurring affixes as a clue to the meaning of a word																		
<b>STD L.1.4c</b>	Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i> ).																		
	Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i> )																		

Language Standards: Grade 1		Listening & Learning Domain											Skills Unit						
Vocabulary Acquisition and Use		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
<b>STD L.1.5</b>	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.																		
<b>STD L.1.5a</b>	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.																		
	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent		♦				♦		♦										
	Provide examples of common synonyms and antonyms	♦				♦	♦		♦	♦		♦	♦						
<b>STD L.1.5b</b>	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).																		
	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes)									♦									
<b>STD L.1.5c</b>	Identify real-life connections between words and their use (e.g., note places at home that are cozy).																		
	Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i> )	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦							
<b>STD L.1.5d</b>	Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i> , <i>peek</i> , <i>glance</i> , <i>stare</i> , <i>glare</i> , <i>scowl</i> ) and adjectives differing in intensity (e.g., <i>large</i> , <i>gigantic</i> ) by defining or choosing them or by acting out the meanings.																		
	Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i> , <i>peek</i> , <i>glance</i> , <i>stare</i> , <i>glare</i> , <i>scowl</i> ) and adjectives differing in intensity (e.g., <i>large</i> , <i>gigantic</i> ) by defining or choosing them or by acting out the meanings					♦					♦								
<b>STD L.1.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ).																		
	Learn the meaning of common sayings and phrases	♦	♦	♦	♦	♦	♦		♦	♦	♦	♦							
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> )	♦		♦	♦				♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦

Key To Listening & Learning Domain Numbers:	
1 Fables and Stories	7 History of the Earth
2 The Human Body	8 Animals and Habitats
3 Different Lands, Similar Stories	9 Fairy Tales
4 Early World Civilizations	10 A New Nation
5 Early American Civilizations	11 Frontier Explorers
6 Astronomy	

Unit	Benchmarks	Essential Questions	Content	Skills
Quarter 1				
Week 1 <i>(updated 2/12/19)</i>		What are my process, policies and procedures?	CKLA_G1_U1_TG_web2.pdf G1_U1_BB_web.pdf G1_U1_RDR_web.pdf G1_U1_WB_web2.pdf	Rules, Routines, Procedures Back to School Give On Demand Writing Prompt-How I spent my summer vacation. <b>Literature</b> <u>Bucket Fillers</u> <u>Kingdom with No Rules</u> <u>Start Pinocchio</u> <b>Writing</b> Narrative: Give On Demand Writing Prompt-How I spent my summer vacation.
Week 2 <i>(updated 2/12/19)</i>	RF.1.2(I) Demonstrate understanding of spoken words, syllables, and sounds (phonemes). •a. Distinguish long from short vowel sounds in spoken single-syllable words. •b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. •c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. •d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Phonics: How do we apply the _____ sound in our reading and writing?	<b>Phonics</b> <u>Lesson 1</u> -Sounds /p/, /k/, /g/, /n/, /a/ <u>Lesson 2</u> -Sounds /i/, /o/, /t/, /d/ <u>Lesson 3</u> : Tricky Words: a, l, Grammar: Nouns Lesson 4: Sounds /m/, /f/, /v/ <u>Lesson 5</u> -Sounds <b>Literature</b> <u>Pinocchio</u> <b>Writing/Penmanship</b> Write now only focusing on penmanship cursive & manuscript. Using CKLA & New American Cursive. For New American Cursive focusing on a letter a week.	<ul style="list-style-type: none"> <li>comprehensive assessment of reading skills</li> <li>review of reading and writing CVC, CCVC, CVCC, CCVCC words</li> <li>theTrickyWordsa,l,no,so,of,is,all,some,from,word,are,have,were,one,once,do,who,two,the,said,says,was,when,where,why,what,which,here,there</li> <li>oral blending and segmenting of sounds</li> <li>chaining exercises</li> <li>dictation identification</li> <li>reading decodable stories</li> <li>answering questions about stories in written form</li> </ul>
Week 3 <i>(updated 2/12/19)</i>	RF.1.1(I) Demonstrate understanding of the organization and basic features of print. •a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.2(I) Demonstrate understanding of spoken words, syllables, and sounds (phonemes). •a. Distinguish long from short vowel sounds in spoken single-syllable words. •b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. •c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. •d. Segment spoken single-syllable words into their complete			<b>Phonics</b> Assessments CKLA Assessment & Lessons 6-7 These are a good tool to assess and send home for parents as a way to communicate where scholars are at. <b>Literature-Pinocchio</b> <b>Writing</b> Narrative

**Assessments**

BPST.pdf  
PSI Feature Guide\_0.pdf  
WordsTheirWayPrimarySpellingInventory.pdf

	<p>sequence of individual sounds (phonemes).</p> <p><b>RF.1.3(I)</b>          Know and apply grade-level phonics and word analysis skills in decoding words.          •a. Know the spelling-sound correspondences for common consonant digraphs.          •b. Decode regularly spelled one-syllable words.          •c. Know final -e and common vowel team conventions for representing long vowel sounds.          •d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.          •e. Decode two-syllable words following basic patterns by breaking the words into syllables.          •f. Read words with inflectional endings.          •g. Recognize and read grade-appropriate irregularly spelled words.</p> <p><b>RF.1.4(I)</b>          Read with sufficient accuracy and fluency to support comprehension          •a. Read on-level text with purpose and understanding.          •b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.          •c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>W.1.3(I)</b>          Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>			
<p><b>Week 4</b>  <i>(updated 2/12/19)</i></p>	<p><b>RL.1.1(I)</b>          Ask and answer questions about key details in a text.</p> <p><b>RL.1.2(I)</b>          Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>RL.1.3(I)</b>          Describe characters, settings, and major events in a story, using</p>	<p><b>Phonics:</b> How do we apply the _____ sound in our reading and writing?  <b>Grammar:</b> How do we identify a noun in a sentence?  <b>Literature:</b> Pinocchio-What</p>		<p><b><u>Phonics</u></b>          Lesson 11: Sister Sounds /s/ and /z/, /f/ and /v/; Tricket Words: is, to          Lesson 12:          Lesson 13: Sister Sounds /b/, /l/, /r/          Lesson 14: Grammar: Nouns; Tricky Words: from, word          Lesson 15: Sounds /j/, /y/ Tricky Words: are, have, were          Lesson 16: Sounds /x/, /k/ Tricky Words: one, once  <b><u>Literature-Pinocchio</u></b>  <b><u>Writing-Narrative</u></b></p>



key details.  
 RF.1.1(I)  
 Demonstrate understanding of the organization and basic features of print.  
 •a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RF.1.2(I)  
 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
 •a. Distinguish long from short vowel sounds in spoken single-syllable words.  
 •b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
 •c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  
 •d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF.1.3(I)  
 Know and apply grade-level phonics and word analysis skills in decoding words.  
 •a. Know the spelling-sound correspondences for common consonant digraphs.  
 •b. Decode regularly spelled one-syllable words.  
 •c. Know final -e and common vowel team conventions for representing long vowel sounds.  
 •d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  
 •e. Decode two-syllable words following basic patterns by breaking the words into syllables.  
 •f. Read words with inflectional endings.  
 •g. Recognize and read grade-appropriate irregularly spelled words.

RF.1.4(I)  
 Read with sufficient accuracy and fluency to support comprehension  
 •a. Read on-level text with purpose and understanding.  
 •b. Read on-level text orally with accuracy,

was it that truly changed Pinocchio's heart?  
 Poetry: What are the elements of poetry?

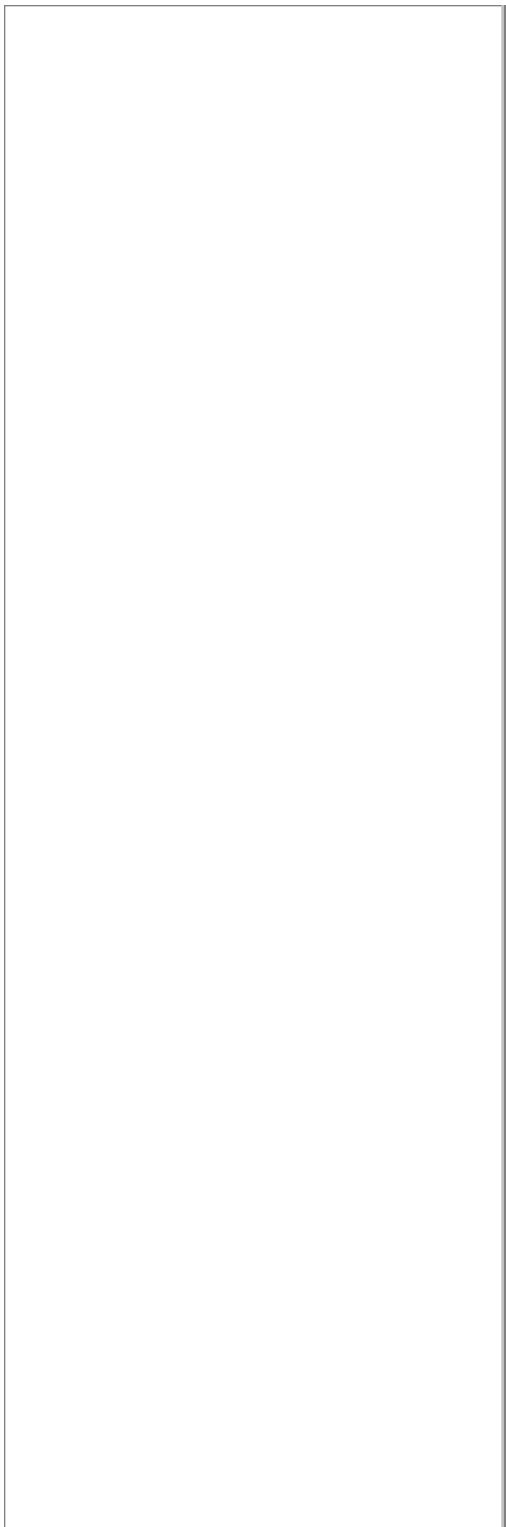




	<p>appropriate rate, and expression on successive readings.</p> <ul style="list-style-type: none"> <li>•c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>			
<p>Week 5</p> <p><i>(updated 2/12/19)</i></p>	<p><b>RF.1.1(I)</b>          Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>•a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul> <p><b>RF.1.2(I)</b>          Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>•a. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>•b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>•c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>•d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul> <p><b>RF.1.3(I)</b>          Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•a. Know the spelling-sound correspondences for common consonant digraphs.</li> <li>•b. Decode regularly spelled one-syllable words.</li> <li>•c. Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>•d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>•e. Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>•f. Read words with inflectional endings.</li> <li>•g. Recognize and read grade-appropriate irregularly spelled words.</li> </ul>			<p><b><u>Phonics</u></b>          Lesson 17: Sounds /ch/, /sh/; Grammar: Nouns; Tricky Words: do, two          Lesson 18: Sister Sounds /th/ and /th/          Lesson 19: Tricky Words: the, who          Lesson 20: Tricky Words: said, says; Sounds /ng/, /qu/</p> <p><b><u>Literature</u></b>          Core Knowledge Listening &amp; Learning-Fables &amp; Stories</p> <p><b><u>Writing</u></b>          Narrative</p>



<p>Week 6 <i>(updated 2/12/19)</i></p>	<p>RF.1.2(I) Demonstrate understanding of spoken words, syllables, and sounds (phonemes). •a. Distinguish long from short vowel sounds in spoken single-syllable words. •b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. •c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. •d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3(I) Know and apply grade-level phonics and word analysis skills in decoding words. •a. Know the spelling-sound correspondences for common consonant digraphs. •b. Decode regularly spelled one-syllable words. •c. Know final -e and common vowel team conventions for representing long vowel sounds. •d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. •e. Decode two-syllable words following basic patterns by breaking the words into syllables. •f. Read words with inflectional endings. •g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.1.4(I) Read with sufficient accuracy and fluency to support comprehension •a. Read on-level text with purpose and understanding. •b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. •c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W.1.3(I) Write narratives in which they recount two</p>		<p>Lesson 21: Vowel Sound Review Lesson 22: Vowel &amp; Sound Consonant Review; Grammar: Nouns Lesson 23: Sounds /k/, /b/, /d/, /l/, /m/, /s/ Spelled 'ck', 'bb', 'dd', 'ff', 'gg', 'll', 'mm', 'ss' Lesson 24: Sounds /k/, /n/, /p/, /r/, /t/, /z/ Lesson 25: Review Sister Sounds /s/ &amp; /z/; Tricky Words: was, when, <b>Literature</b>-Fables &amp; Stories <b>Writing</b>-Narrative</p>
--	--	--	---



Curriculum Map - First Grade - ELA 1

	<p>or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>			
<p>Week 7 <i>(updated 2/12/19)</i></p>	<p><b>L.1.4(I)</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.                      •a. Use sentence-level context as a clue to the meaning of a word or phrase.                      •b. Use frequently occurring affixes as a clue to the meaning of a word.                      •c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p><b>L.1.5(I)</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.                      •a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.                      •b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).                      •c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).                      •d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>			<p>Lesson 26: Grammar: Nouns                      Lesson 27: Question Mark; Tricky Words: where, which, what                      Lesson 28: Review                      Lesson 29: Quotation Marks; Tricky Words: where, which, what                      Lesson 30: Review  <b>Literature</b>-Many Lands, Similar Stories  <b>Writing</b>-Narrative</p>
<p>Week 8</p>				<p>Lesson 31: Review                      Lesson 32: Review                      Use week to review and finish up any unfinished Lessons.  <b>Literature</b>-Many Lands, Similar Stories  <b>Writing</b>-Narrative</p>



**Curriculum Map - First Grade - ELA 1**

Week 9				Review/Pausing Points JAA Assessments <b>Literature</b> -Many Lands, Similar Stories <b>Writing</b> -Narrative
Week 10				<b>JAA Assessments</b> <b>Literature</b> <b>Writing</b> - End of Unit Writing-TBD
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Content</b>	<b>Skills</b>

**Quarter 2**

Week 1 <i>(updated 2/12/19)</i>	<p><b>RF.1.1(I)</b> Demonstrate understanding of the organization and basic features of print. •a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p><b>RF.1.2(I)</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). •a. Distinguish long from short vowel sounds in spoken single-syllable words. •b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. •c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. •d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p><b>RF.1.3(I)</b> Know and apply grade-level phonics and word analysis skills in decoding words. •a. Know the spelling-sound correspondences for common consonant digraphs. •b. Decode regularly spelled one-syllable words. •c. Know final -e and common vowel team conventions for representing long vowel sounds. •d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. •e. Decode two-syllable words following basic patterns by breaking</p>		<p><b>Unit 2</b></p> <p>G1_U2_TG_web.pdf G1_U2_BB_web.pdf G1_U2_RDR_web.pdf G1_U2_WB_web.pdf</p>	<p>Introduction to Unit 2 Lesson 1: Vowel Digraph 'ee' Lesson 2: Tricky Words; Nouns Lesson 3: Vowel Digraph 'a_e" Lesson 4: Review Long Vowel Digraphs <b>Writing</b>-Unit 2 Nonfiction Chapter Books</p>
------------------------------------	--	--	--	--

<b>Assessments</b>



	<p>the words into syllables.</p> <ul style="list-style-type: none"> <li>•f. Read words with inflectional endings.</li> <li>•g. Recognize and read grade-appropriate irregularly spelled words.</li> </ul> <p><b>RF.1.4(I)</b> Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> <li>•a. Read on-level text with purpose and understanding.</li> <li>•b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>•c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p><b>W.1.2(I)</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>			
<p><b>Week 2</b> <i>(updated 2/12/19)</i></p>	<p><b>RF.1.1(I)</b> Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>•a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul> <p><b>RF.1.2(I)</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>•a. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>•b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>•c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>•d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul> <p><b>RF.1.3(I)</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•a. Know the spelling-sound correspondences for common consonant digraphs.</li> <li>•b. Decode regularly spelled one-syllable</li> </ul>			<p>Lesson 5: Tricky Words Lesson 6: Vowel Digraph 'i_e" Lesson 7: Nouns Lesson 8: Vowel Digraph 'o_e' Lesson 9: Tricky Words</p>


	<p>words.</p> <ul style="list-style-type: none"> <li>•c. Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>•d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>•e. Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>•f. Read words with inflectional endings.</li> <li>•g. Recognize and read grade-appropriate irregularly spelled words.</li> </ul> <p>RF.1.4(I) Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> <li>•a. Read on-level text with purpose and understanding.</li> <li>•b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>•c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p>W.1.2(I) Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>			
<p>Week 3  (updated 2/12/19)</p>	<p>L.1.1(I) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>•a. Print all upper- and lowercase letters.</li> <li>•b. Use common, proper, and possessive nouns.</li> <li>•c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> <li>•d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</li> <li>•e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</li> <li>•f. Use frequently occurring adjectives.</li> <li>•g. Use frequently</li> </ul>			<p>Lesson 9: Tricky Words Lesson 10: Nouns Lesson 11: Nouns Lesson 12: Vowel Digraph 'u_e' Lesson 13: Review</p>


	<p>occurring conjunctions (e.g., and, but, or, so, because).</p> <ul style="list-style-type: none"> <li>•h. Use determiners (e.g., articles, demonstratives).</li> <li>•i. Use frequently occurring prepositions (e.g., during, beyond, toward).</li> <li>•j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul> <p>L.1.5(I)                  With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>•a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>•b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</li> <li>•c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</li> <li>•d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</li> </ul> <p>L.1.6(I)                  Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>			
<p>Week 4</p>				<p>Lesson 14: Tricky Words; Review                  Lesson 15: Review                  Lesson 16: Review                  Lesson 17: Review</p>
<p>Week 5</p>				<p>Lesson 18: Review/ Assessment                  Lesson 19: Review/ Assesment                  Pausing Points</p>



**Curriculum Map - First Grade - ELA 1**

<p><b>Week 6</b> <i>(updated 2/12/19)</i></p>	<p><b>RF.1.3(I)</b> Know and apply grade-level phonics and word analysis skills in decoding words. •a. Know the spelling-sound correspondences for common consonant digraphs. •b. Decode regularly spelled one-syllable words. •c. Know final -e and common vowel team conventions for representing long vowel sounds. •d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. •e. Decode two-syllable words following basic patterns by breaking the words into syllables. •f. Read words with inflectional endings. •g. Recognize and read grade-appropriate irregularly spelled words.</p>		<p><b>Unit 3</b> G1_U3_BB_web.pdf G1_U3_RDR_web.pdf G1_U3_TG_web.pdf G1_U3_WB_web.pdf</p>	<p>Unit 3 Unit 3 Introduction Lesson 1: Sound /oo/ Lesson 2: Tricky Word because Lesson 5: sound /oo/ Lesson 7: Tricky Spelling 'oo'</p>
<p><b>Week 7</b></p>				<p>Lesson 8: Identifying Verbs Lesson 9: Sound /ou/ Lesson 10: Tricky Word down; Identifying Verbs Lesson 11: Review Lesson 12: Sound /oi/</p>
<p><b>Week 8</b></p>				<p>Lesson 13: Identifying Present-and Past-Tense Verbs Lesson 14: Review Lesson 15: Sound /aw/ Lesson 16: Review Lesson 17: Review</p>
<p><b>Week 9</b></p>				<p>Lesson 17: Review Lesson 18: Review Lesson 19: Word Recognition &amp; Story Comprehension Assessments Pausing Points</p>
<p><b>Week 10</b></p>				<p>Use this week to Review and Catch up.</p>
<p><b>Unit</b></p>	<p><b>Benchmarks</b></p>	<p><b>Essential Questions</b></p>	<p><b>Content</b></p>	<p><b>Skills</b></p>
<p><b>Quarter 3</b></p>				
<p><b>Week 1</b></p>			<p><b>Unit 4</b> G1_U4_RDR_web.pdf G1_U4_TG_web.pdf G1_U4_WB_web.pdf</p>	<p>Introduction to Unit 4 Lesson 1: Sound /er/; Tricky Words All The Days of The Week Lesson 2: Contractions Lesson 3: Contractions Lesson 4: Sound /ar/</p>
<p><b>Week 2</b></p>				<p>Lesson 5: Review Lesson 6: Review Lesson 7: Sound /or/; Two Syllable Words Lesson 8: Tricky Words yesterday, today, tomorrow</p>

<b>Assessments</b>



**Curriculum Map - First Grade - ELA 1**

Week 3				Lesson 9: Review & Practice Lesson 10: Review Lesson 11: Review Lesson 12: Review
Week 4				Lesson 13: Identifying Past-, Present-, and Future-Tense Verbs Lesson 14: Review Lesson 15: Review Lesson 16: Review Lesson 17: Adjectives
Week 5				Lesson 18: Review & Practice Lesson 19: Review Lesson 25: End-of-Unit Assessment Pausing Points
Week 6			<b>Unit 5</b> CKLA_G1_ARG_Unit5_web.pdf CKLA_G1_U5_Rdr_web.pdf CKLA_G1_U5_TG_web.pdf CKLA_G1_U5_WB_web.pdf	Introduction to Unit 5 Lesson 1: Spelling Alternatives 'c' for /s/ Lesson 2: Tricky Spelling 'c' for /s/ and /k/ Lesson 3: Spelling Alternatives 'ce' and 'se' for /s/ Lesson 6: Review and Practice
Week 7				Lesson 7: Replacing Nouns with Pronouns Lesson 9: Building Sentences and Adjectives and Preposition Lesson 10: Spelling Alternative 'kn' for /n/ Lesson 11: Review & Practice Lesson 12: Review and Practice
Week 8				Lesson 13: Review & Practice Lesson 14: Review & Practice Lesson 15: Review & Practice Lesson 16: Spelling Alternative 'wh' for /w/ Lesson 17: Review and Practice
Week 9				Lesson 18: Spelling Alternative 'n' for /ng/ Lesson 19: Tricky Spelling for 'n' for /ng/ Lesson 20: Review & Practice Lesson 21: Review & Practice Lesson 22: Review and Practice
Week 10				Lesson 23: Tricky word cow Lesson 24: Assessment Lesson25: Assessment
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Content</b>	<b>Skills</b>
<b>Quarter 4</b>				
Week 1			<b>Unit 6</b> CKLA_G1_U6_Rdr_web.pdf CKLA_G1_U6_WB_web.pdf	Introduction to Unit 6 Lesson 1: Spelling Alternatives for /ae/ Lesson 2: Review & Practice Lesson 3: Grammar: Nouns and Verbs Lesson 4: Grammar: Conjunctions, Noun-Verb Agreement
Week 2				Lesson 8: Grammar: Building Sentences with Conjunctions Lesson 9: Review & Practice Lesson 10: Review & Practice Lesson 11: Spelling Alternatives Lesson 12: Grammar: Building Sentences with Conjunctions
Week 3				Lesson

<b>Assessments</b>

**Curriculum Map - First Grade - ELA 1**

Week 4				Lesson 18: Review & Practice Lesson 19: End of Year Assessment Lesson 20: End-of-Year Assessment Lesson 21: End-of Year Assessment
Week 5			<b>Unit 7</b> CKLA_G1_U7_WB_web.pdf CKLA_G1_U7_TG_web.pdf	
Week 6				
Week 7				
Week 8				
Week 9				
Week 10				


**Curriculum Map - First Grade - History 1**

<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Content</b>	<b>Skills</b>
<b>Quarter 1</b>				
<b>August</b>  <i>(updated 2/12/19)</i>	<b>HSS.A.1.1.2(A)</b> Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule." <b>HSS.A.1.2.1(A)</b> Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans. <b>HSS.A.1.2.2(A)</b> Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location. <b>HSS.A.1.2.3(A)</b> Construct a simple map, using cardinal directions and map symbols. <b>HSS.A.1.2.4(A)</b> Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.	1. What is our place in this universe?		<ul style="list-style-type: none"> <li>• Spatial Sense/Geographical Features (Me On The Map)</li> <li>• 7 Continents</li> <li>• Oceans</li> <li>• Vocabulary: bay, harbor, inland, peninsula</li> <li>• Cardinal Directions</li> <li>• The Equator</li> <li>• latitude &amp; longitude</li> </ul>
<b>October</b>  <i>(updated 2/12/19)</i>	<b>HSS.A.1.2.3(A)</b> Construct a simple map, using cardinal directions and map symbols. <b>HSS.A.1.4.1(A)</b> Examine the structure of schools and communities in the past. <b>HSS.A.1.4.2(A)</b> Study transportation methods of earlier days. <b>HSS.A.1.4.3(A)</b> Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore. <b>HSS.A.1.5.1(A)</b> Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population. <b>HSS.A.1.5.3(A)</b> Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore. <b>HSS.A.1.6.1(A)</b> Understand the concept of exchange and the use of money to purchase goods and services. <b>HSS.A.1.6.2(A)</b> Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.	How were the first civilizations created?	Early World Civilizations	<u>World History</u> <ul style="list-style-type: none"> <li>• Mesopotamia</li> <li>• Ancient Egypt</li> </ul> <u>Geography</u> <ul style="list-style-type: none"> <li>• Tigris &amp; Euphrates Rivers</li> <li>• The Nile River</li> <li>• Africa &amp; Sahara Dessert</li> </ul> <u>World Religions</u> <ul style="list-style-type: none"> <li>• Islam</li> <li>• Judaism</li> <li>• Christianity</li> </ul>
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Content</b>	<b>Skills</b>
<b>Quarter 2</b>				
<b>November</b>  <i>(updated 2/12/19)</i>	<b>HSS.A.1.2.2(A)</b> Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location. <b>HSS.A.1.2.3(A)</b> Construct a simple map, using cardinal directions and map symbols. <b>HSS.A.1.2.4(A)</b> Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation. <b>HSS.A.1.4.1(A)</b> Examine the structure of schools and communities in the past. <b>HSS.A.1.4.2(A)</b> Study transportation methods of earlier days. <b>HSS.A.1.4.3(A)</b> Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore. <b>HSS.A.1.5.1(A)</b>	What are some of the key details that describe the Early American Civilizations?	Early American Civilizations	<u>The Earliest People</u> <ul style="list-style-type: none"> <li>• Mayans</li> <li>• Incas</li> <li>• Aztecs</li> </ul> <u>Geographical Features</u> <ul style="list-style-type: none"> <li>• Mexico</li> <li>• Central America</li> <li>• Andes Mountains</li> </ul>

**Curriculum Map - First Grade - History 1**

	<p>Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.</p> <p>HSS.A.1.5.2(A) Understand the ways in which American Indians and immigrants have helped define Californian and American culture.</p> <p>HSS.A.1.5.3(A) Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.</p> <p>HSS.A.1.6.1(A) Understand the concept of exchange and the use of money to purchase goods and services.</p> <p>HSS.A.1.6.2(A) Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.</p>			
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Content</b>	<b>Skills</b>
<b>Quarter 3</b>				
<p>March</p> <p><i>(updated 2/12/19)</i></p>	<p>HSS.A.1.1.1(A) Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in their classroom, school, and community.</p> <p>HSS.A.1.2.1(A) Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.</p> <p>HSS.A.1.2.3(A) Construct a simple map, using cardinal directions and map symbols.</p> <p>HSS.A.1.2.4(A) Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.</p> <p>HSS.A.1.3.1(A) Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "America").</p> <p>HSS.A.1.3.2(A) Understand the significance of our national holidays and the heroism and achievements of the people associated with them.</p> <p>HSS.A.1.3.3(A) Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.</p> <p>HSS.A.1.4.1(A) Examine the structure of schools and communities in the past.</p> <p>HSS.A.1.4.2(A) Study transportation methods of earlier days.</p> <p>HSS.A.1.4.3(A) Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.</p> <p>HSS.A.1.5.1(A) Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.</p> <p>HSS.A.1.5.2(A) Understand the ways in which American Indians and immigrants have helped define Californian and American culture.</p> <p>HSS.A.1.5.3(A) Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.</p>		<p>A New Nation: American Independence</p>	<p>History</p> <ul style="list-style-type: none"> <li>• Early exploration of Settlement: Columbus/Conquistadores</li> <li>• English Settlers/Lost Colony</li> <li>• Virginia Slavery?</li> <li>• Pilgrims/Puritans/Pocohantas?</li> <li>• The American Revolution</li> <li>• American Symbols:</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>• Review of European Continent</li> <li>• Review of Atlantic Ocean</li> <li>• Review of North America</li> <li>• East Coast</li> <li>• 13 Colonies</li> <li>• England</li> </ul>
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Content</b>	<b>Skills</b>
<b>Quarter 4</b>				

**Curriculum Map - First Grade - History 1**

<p>April <i>(updated 2/12/19)</i></p>	<p>HSS.A.1.2.2(A) Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.</p> <p>HSS.A.1.2.3(A) Construct a simple map, using cardinal directions and map symbols.</p> <p>HSS.A.1.2.4(A) Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.</p> <p>HSS.A.1.4.3(A) Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.</p> <p>HSS.A.1.5.1(A) Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.</p> <p>HSS.A.1.5.2(A) Understand the ways in which American Indians and immigrants have helped define Californian and American culture.</p> <p>HSS.A.1.5.3(A) Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.</p> <p>HSS.A.1.6.1(A) Understand the concept of exchange and the use of money to purchase goods and services.</p> <p>HSS.A.1.6.2(A) Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.</p>		<p>Frontier Explores</p>	<p>History</p> <ul style="list-style-type: none"> <li>• Early Exploration of the American West</li> <li>• The Louisiana Purchase</li> <li>• Daniel Boone</li> <li>• Lewis &amp; Clark</li> <li>• Sacajawea</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>• Louisiana Purchase Territory</li> <li>• Appalachian Mountains</li> <li>• Mississippi River</li> <li>• Rocky Mountains</li> </ul>
<p>May</p>			<p>Month Reserved for catch up &amp; review</p>	

**Curriculum Map - First Grade - Science 1**

<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>
<b>Quarter 1</b>					
August <i>(updated 2/12/19)</i>		What gives makes matter its unique qualities?		Review Matter	
September <i>(updated 2/12/19)</i>	SC.LS1-2(I) Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. SC.1.LS3-1(I) Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	Why is it important to take care of your body?		The Human Body	<u>Body Systems</u> <ul style="list-style-type: none"> <li>● Skeletal System</li> <li>● Digestive System</li> <li>● Cirulatory System</li> <li>● Nervous System</li> <li>● Germs/Disease</li> <li>● Preventing Illnesses</li> </ul> <u>Phrases</u> <ol style="list-style-type: none"> <li>1. The Land of Nod</li> <li>2. An Apple A Day Keeps The Doctor Away</li> </ol> <u>Families</u> <ul style="list-style-type: none"> <li>● Parents/Children/Offspring</li> <li>● Inherited Traits</li> </ul>
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>
<b>Quarter 2</b>					
December <i>(updated 2/12/19)</i>	SC.1.PS4-2(I) Make observations to construct an evidence-based account that objects can be seen only when illuminated. SC.1.PS4-3(I) Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light. [ SC.1.PS4-4(I) Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.	How does understanding Astronomy impact our understanding of the world?	<ul style="list-style-type: none"> <li>● Teach alongside unit Units 14 &amp; 15 in Singapore Math.</li> </ul>	Astronomy	<ul style="list-style-type: none"> <li>● Light</li> <li>● Sound</li> <li>● Identify planets/stars/solar system</li> </ul>
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>
<b>Quarter 3</b>					
January <i>(updated 1/18/18)</i>		How do the components of The History of the earth help us to understand the History of the Earth?		The History of The Eary	<ul style="list-style-type: none"> <li>● What's Inside the Earth</li> <li>● Geographical Features of Earth's Surface</li> </ul>
February <i>(updated 2/12/19)</i>	SC.LS1-1(I) Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. SC.1.LS3-1(I) Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.			Animals & Habitats	<ul style="list-style-type: none"> <li>● Desserts</li> <li>● Forests - plants</li> <li>● Meadows/Praries/Underground</li> <li>● Oceans &amp; Under Sea Life</li> <li>● Environmental Change</li> <li>● Habitat Destruction</li> <li>● Special Clarification</li> <li>● Who is Rachel Carson?</li> </ul>



**Curriculum Map - Second Grade - Art 2**

<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
<b>Quarter 1</b>						
August/September <i>(updated 1/19/18)</i>	VA.2.1.1(A) Brainstorm collaboratively multiple approaches to an art or design problem. VA.2.1.2(A) Make art or design with various materials and tools to explore personal interests, questions, and curiosity. VA.2.2.1(A) Experiment with various materials and tools to explore personal interests in a work of art or design. VA.2.2.2(A) Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces. VA.2.2.3(A) Repurpose objects to make something new. VA.2.3.1(A) Discuss and reflect with peers about choices made in creating artwork. VA.2.5.1(A) Distinguish between different materials or artistic techniques for preparing artwork for presentation. VA.2.7.1(A) Perceive and describe aesthetic characteristics of one's natural world and constructed environments. VA.2.7.2(A) Categorize images based on expressive properties. VA.2.8.1(A) Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form. VA.2.9.1(A) Use learned art vocabulary to express preferences about artwork.	How are the Elements of Art (especially Line, Shape, Color & Texture) used to create beautiful works of art? How can Abstract Art show and express feelings and emotions?	Fostering Creativity and the Entrepreneurial Spirit Appreciation of our National Heritage (American Quilts)	Visual Arts	Using shapes and textures to create abstract art. Using line to create abstract art and show feelings. Recognizing and interpreting abstract art. Recognizing and creating a collage.	Project based.
October	VA.2.1.1(A) Brainstorm collaboratively multiple approaches to an art or design problem. VA.2.1.2(A) Make art or design with various materials and tools to explore personal interests, questions, and curiosity. VA.2.2.1(A) Experiment with various materials and tools to explore personal interests in a work of art or design. VA.2.2.2(A) Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces. VA.2.3.1(A) Discuss and reflect with peers about choices made in creating	How do artists create perspective and depth in a work of art? How can you use art materials to create 3D works of art and sculpture?	Fostering Creativity and the Entrepreneurial Spirit?	Visual Arts	Drawing tree's and branches in a realistic way Blending with oil pastels to create a sphere (pumpkin) Creating perspective in a work of art using the foreground, middleground and background Making a pinch pot using model magic clay Creating and painting a 3D work of art	Project based

**Curriculum Map - Second Grade - Art 2**

	artwork. VA.2.5.1(A) Distinguish between different materials or artistic techniques for preparing artwork for presentation. VA.2.7.1(A) Perceive and describe aesthetic characteristics of one's natural world and constructed environments. VA.2.7.2(A) Categorize images based on expressive properties. VA.2.8.1(A) Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form. VA.2.9.1(A) Use learned art vocabulary to express preferences about artwork. VA.2.10.1(A) Create works of art about events in home, school, or community life.					
--	--	--	--	--	--	--

<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
-------------	-------------------	----------------------------	--------------------------	----------------	---------------	--------------------

Quarter 2

November/December	VA.2.1.1(A) Brainstorm collaboratively multiple approaches to an art or design problem. VA.2.1.2(A) Make art or design with various materials and tools to explore personal interests, questions, and curiosity. VA.2.2.1(A) Experiment with various materials and tools to explore personal interests in a work of art or design. VA.2.2.2(A) Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces. VA.2.2.3(A) Repurpose objects to make something new. VA.2.3.1(A) Discuss and reflect with peers about choices made in creating artwork. VA.2.9.1(A) Use learned art vocabulary to express preferences about artwork. VA.2.10.1(A) Create works of art about events in home, school, or community life. VA.2.11.1(A) Compare and contrast cultural uses of artwork from different times and places.	What makes a work of art a landscape? Why sometimes take a long time for an artists work to be appreciated and enjoyed? Why did the Ancient Greeks make art? What was life like for the Ancient Greeks? Where did the Ancient Greek people see works of art?	Emphasis on Mentors and Classics. Fostering Creativity and the Entrepreneurial Spirit.	Visual Arts History	Using oil pastels and watercolor paints to create a watercolor resist Using short strokes to give a drawing movement in the style of Vincent Van Gogh Creating relief sculpture inspired by the Parthenon Friezes by carving into foil	Project based
-------------------	--	--	---	---------------------	--	---------------

<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
-------------	-------------------	----------------------------	--------------------------	----------------	---------------	--------------------

Quarter 3

**Curriculum Map - Second Grade - Art 2**

<p>January/February <i>(updated 1/19/18)</i></p>	<p>VA.2.1.1(A) Brainstorm collaboratively multiple approaches to an art or design problem.</p> <p>VA.2.1.2(A) Make art or design with various materials and tools to explore personal interests, questions, and curiosity.</p> <p>VA.2.2.1(A) Experiment with various materials and tools to explore personal interests in a work of art or design.</p> <p>VA.2.2.2(A) Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.</p> <p>VA.2.3.1(A) Discuss and reflect with peers about choices made in creating artwork.</p> <p>VA.2.8.1(A) Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.</p> <p>VA.2.9.1(A) Use learned art vocabulary to express preferences about artwork.</p> <p>VA.2.10.1(A) Create works of art about events in home, school, or community life.</p> <p>VA.2.11.1(A) Compare and contrast cultural uses of artwork from different times and places.</p>	<p>What does an inventor do? What is Chinese New Year? What is a dreamscape?</p>	<p>Fostering Creativity and the Entrepreneurial Spirit High Standards of Academic Excellence</p>	<p>Visual Arts Social Studies Science</p>	<p>Creating and drawing your own original inventions that will help someone, solve a problem or do something Oil pastel and watercolor resist Chinese New Year dragons Learn about Marc Chagall and create dreamscapes - dream-like paintings in the style of Chagall</p>	<p>Project based</p>
Unit	Benchmarks	Essential Questions	Mission Alignment	Content	Skills	Assessments
Quarter 4						
<p>March/April <i>(updated 1/19/18)</i></p>	<p>VA.2.1.1(A) Brainstorm collaboratively multiple approaches to an art or design problem.</p> <p>VA.2.1.2(A) Make art or design with various materials and tools to explore personal interests, questions, and curiosity.</p> <p>VA.2.2.1(A) Experiment with various materials and tools to explore personal interests in a work of art or design.</p> <p>VA.2.2.2(A) Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.</p> <p>VA.2.2.3(A) Repurpose objects to make something new.</p> <p>VA.2.3.1(A) Discuss and reflect with peers about choices made in creating artwork.</p> <p>VA.2.7.1(A) Perceive and describe aesthetic characteristics of one's natural world and constructed environments.</p>	<p>What is a dreamscape? What does the Koi fish represent in Japanese culture? What do cherry blossoms represent in Japanese culture?</p>	<p>Fostering Creativity and the Entrepreneurial Spirit High Standards of Academic Excellence</p>	<p>Visual Arts History/Social Studies</p>	<p>Using watercolor paints safely and correctly Completing a painted dreamscape Talking about your own art and others art Creating a multi-media work of art based on Japanese culture</p>	<p>Project based</p>

**Curriculum Map - Second Grade - Art 2**

	<p>VA.2.8.1(A) Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.</p> <p>VA.2.9.1(A) Use learned art vocabulary to express preferences about artwork.</p> <p>VA.2.10.1(A) Create works of art about events in home, school, or community life.</p> <p>VA.2.11.1(A) Compare and contrast cultural uses of artwork from different times and places.</p>					
<p>May/June <i>(updated 1/19/18)</i></p>	<p>VA.2.1.1(A) Brainstorm collaboratively multiple approaches to an art or design problem.</p> <p>VA.2.1.2(A) Make art or design with various materials and tools to explore personal interests, questions, and curiosity.</p> <p>VA.2.2.1(A) Experiment with various materials and tools to explore personal interests in a work of art or design.</p> <p>VA.2.2.2(A) Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.</p> <p>VA.2.2.3(A) Repurpose objects to make something new.</p> <p>VA.2.3.1(A) Discuss and reflect with peers about choices made in creating artwork.</p> <p>VA.2.7.1(A) Perceive and describe aesthetic characteristics of one's natural world and constructed environments.</p> <p>VA.2.7.2(A) Categorize images based on expressive properties.</p> <p>VA.2.10.1(A) Create works of art about events in home, school, or community life.</p>	<p>What makes an insect an insect? How can you use line and primary colors to create a work of art? How can you create a 3D sculpture using strips of paper?</p>	<p>Fostering Creativity and the Entrepreneurial Spirit High Standards of Academic Excellence</p>	<p>Visual Arts Science</p>	<p>Creating insects with glue and chalk Creating Mondrian inspired works of art using line and primary colors Creating muppet-style sculptures with strips of paper</p>	<p>Project based</p>

Reading Standards for Literature: Grade 2		Listening & Learning Domain												Skills Unit					
Key Ideas and Details		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD RL.2.1</b>	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.																		
	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i> ), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction read-aloud	♦			♦							♦							
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships	♦			♦							♦							
	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i> ), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently														♦		♦	♦	
<b>STD RL.2.2</b>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.																		
	Recount fiction read-alouds, including fables and folktales from diverse cultures, and determine the central message, lesson, or moral	♦	♦	♦	♦						♦								
	Recount fables and folktales read independently, identifying specific features of the genre represented in the story, as well as the central message, lesson, or moral														♦				
<b>STD RL.2.3</b>	Describe how characters in a story respond to major events and challenges.																		
	Describe how characters in a fiction read-aloud respond to major events and challenges	♦	♦		♦							♦							
	Describe how characters in a fiction text that has been read independently respond to major events and challenges														♦			♦	

Reading Standards for Literature: Grade 2		Listening & Learning Domain												Skills Unit					
Craft and Structure		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD RL.2.4</b>	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.																		
	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song	♦				♦		♦					♦						
	Read selections from stories, poems, and songs with fluency and prosody, making use of the manner in which words and phrases (e.g., regular beats, alliteration, rhymes, and refrains) supply rhythm and meaning to the text																		
<b>STD RL.2.5</b>	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.																		
	Describe the following story elements: characters, setting, and plot, including how the beginning introduces the story and the ending concludes the action	♦	♦		♦										♦				♦
<b>STD RL.2.6</b>	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.																		
	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud														♦		♦	♦	
Integration of Knowledge and Ideas		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD RL.2.7</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.																		
	Use information gained from the illustrations and words in a read aloud to demonstrate understanding of its characters, setting, or plot	♦	♦		♦					♦		♦							
	Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot														♦		♦	♦	
<b>STD RL.2.9</b>	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.																		
	Compare and contrast (orally or in writing) similarities and differences within a single fiction read-aloud or between two or more read-alouds	♦			♦														
Range of Reading and Level of Text Complexity		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD RL.2.10</b>	By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high																		
	Read and understand decodable text of appropriate complexity for Grades 2–3 that incorporates the specific code knowledge taught													♦	♦		♦	♦	

Reading Standards for Informational Text: Grade 2		Listening & Learning Domain												Skills Unit					
		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>Key Ideas and Details</b>																			
<b>STD RI.2.1</b>	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.																		
	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i> ), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud		♦	♦		♦	♦	♦	♦	♦	♦	♦	♦						
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships		♦	♦		♦	♦	♦	♦	♦	♦	♦	♦						
	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i> ), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational text read independently																♦		♦
<b>STD RI.2.2</b>	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.																		
	Identify the main topic of a multi-paragraph nonfiction/informational read-aloud as well as the focus of specific paragraphs within the text					♦	♦	♦	♦				♦						
	Identify the main topic of a multi-paragraph nonfiction/informational text read independently as well as the focus of specific paragraphs within the text																		♦
<b>STD RI.2.3</b>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.																		
	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction/informational read-aloud					♦	♦	♦	♦	♦	♦	♦	♦						♦
	Describe the connection between a series of historical events in a nonfiction/informational text read independently															♦			♦

Reading Standards for Informational Text: Grade 2		Listening & Learning Domain												Skills Unit					
Craft and Structure		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD RI.2.4</b>	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.																		
	Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions		♦	♦		♦	♦	♦	♦	♦	♦	♦	♦						
	Determine the meaning of unknown words and phrases in nonfiction/informational texts read independently																		♦
<b>STD RI.2.5</b>	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.																		
	Identify and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a nonfiction/informational																♦		♦
<b>STD RI.2.6</b>	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.																		
	Identify the main purpose of a nonfiction/informational read-aloud, including what the author wants to answer, explain, or describe								♦				♦						
	Identify the main purpose of a nonfiction/informational text read independently,																♦		♦
Integration of Knowledge and Ideas		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD RI.2.7</b>	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.																		
	Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with a nonfiction/informational read-aloud and explain how these graphics clarify the meaning of the read-aloud		♦	♦	♦		♦	♦		♦	♦	♦	♦						♦
	Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with a nonfiction/informational text read independently and explain how these graphics clarify the meaning of the text																♦	♦	♦
<b>STD RI.2.8</b>	Describe how reasons support specific points the author makes in a text.																		
	Describe how reasons or facts support specific points the author makes in a nonfiction/informational read-aloud			♦					♦				♦	♦					♦
	Describe how reasons or facts support specific points the author makes in a nonfiction text read independently																♦		♦
<b>STD RI.2.9</b>	Compare and contrast the most important points presented by two texts on the same topic.																		
	Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds		♦	♦		♦	♦	♦	♦	♦	♦	♦	♦						
	Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational text read independently or between two or more nonfiction/informational texts read independently																♦		



Reading Standards for Informational Text: Grade 2		Listening & Learning Domain												Skills Unit						
Range of Reading and Level of Text Complexity		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	
<b>STD RI.2.10</b>	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.																			
	Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2–4		♦	♦		♦	♦	♦	♦	♦	♦	♦	♦						♦	
	Read independently and demonstrate understanding of nonfiction/informational text in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range													♦		♦			♦	
Reading Standards for Foundational Skills: Grade 2		Listening & Learning Domain												Skills Unit						
Phonics and Word Recognition		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	
<b>STD RF.2.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.																			
<b>STD RF.2.3a</b>	Distinguish long and short vowels when reading regularly spelled one-syllable words.																			
	Use knowledge of the letter sound correspondences that have been taught to distinguish and correctly read long and short vowels in one-syllable words Unit 1: 'a' > /a/; 'e' > /e/; 'i' > /i/; 'o' > /o/; 'u' > /u/ Unit 2: 'a_e' > /ae/; 'ee' > /ee/; 'i_e' > /ie/; 'o_e' > /oe/; 'u_e' > /ue/													♦	♦	♦	♦	♦	♦	
<b>STD RF.2.3b</b>	Know spelling-sound correspondences for additional common vowel teams.																			
	Read and write words spelled with the following vowel teams: long vowel sounds: 'ai', 'ay' > /ae/; 'ea', 'ey', 'ee' > /ee/; 'oa', 'oe', 'ow' > /oe/; 'ie', 'igh' > /ie/; short vowel sounds: 'ou', 'o_e' > /u/; 'ea' > /e/; other vowel sounds: 'oi', 'oy' > /oi/; 'aw', 'au', 'augh', 'al' > /aw/; 'ow' > /ou/; r-controlled vowel sounds: 'er' > /er/; 'or' > /or/; 'ar' > /ar/																♦	♦	♦	♦
<b>STD RF.2.3c</b>	Decode regularly spelled two-syllable words with long vowels.																			
	Decode two-syllable words with any combination of the following syllable types: closed syllables; magic 'e' syllables; vowel digraph syllables; r-controlled syllables; open syllables; and consonant -LE syllables													♦	♦	♦	♦	♦	♦	
<b>STD RF.2.3d</b>	Decode words with common prefixes and suffixes.																			
	Read and write words with the following inflectional endings and suffixes:													♦	♦	♦		♦	♦	

Reading Standards for Foundational Skills: Grade 2		Listening & Learning Domain												Skills Unit					
Phonics and Word Recognition		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD RF.2.3e</b>	Identify words with inconsistent but common spelling-sound correspondences.																		
<b>SK</b>	Read and write words with the following letter-sound correspondences: 'a' as /a/ (hat), /æ/ (paper), /ə/ (about), or /aw/ (wall); 'i' as /i/ (hit), /ie/ (item), or /ee/ (ski); 'o' as /o/ (hop), /oe/ (open), or /u/ (son); 'e' as /e/ (pet), /ee/ (me), or /ə/ (debate); 'u' as /ue/ (unit) or /u/ (but); 'y' as /y/ (yes), /ie/ (try), /i/ (myth), or /ee/ (funny); 'ir' (bird), 'ur' (hurt), or 'er' as /er/ (her); 'ar' > /ar/ (car) or /or/ (war); 'al' > /ə/ + /l/ (animal); 'il' > /ə/ + /l/ (pencil); 'ul' > /ə/ + /l/ (awful); 'el' > /ə/ + /l/ (travel), 'le' > /ə/ + /l/ (apple); 'tion' > /sh/ + /ə/ + /n/; 'ph' > /f/ (phone); 'ch' > /k/ (school); 'wa' > /o/ (water)													♦		♦	♦	♦	♦
<b>STD RF.2.3f</b>	Recognize and read grade-appropriate irregularly spelled words.																		
	Read the following tricky words <b>Unit 1:</b> he, she, we, be, me, the, was, of, a, do, down, how, to, two, what, where, why, from, once, one, could, would, should, there, said, says, why, word <b>Unit 2:</b> I, you, your, street, my, by, have, all, who, no, go, so, are, were, some, they, their <b>Unit 3:</b> minute <b>Unit 4:</b> people, walk, grownup, building, statue <b>Unit 5:</b> alphabet, kingdom, war, water, schwa, edge, father, ghost, again, bridge, eyes, death, wizard, break, against, friend, sure <b>Unit 6:</b> Great Britain, Europe, native, signature, soldier, iron, special, Washington, shoe, Fort McHenry, whose, broad, early, bomb, Andrew, new, Treaty of Ghent, knowledge, school, Virginia													♦	♦		♦	♦	♦
<b>Fluency</b>		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD RF.2.4</b>	Read with sufficient accuracy and fluency to support comprehension.																		
	Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension													♦	♦	♦	♦	♦	♦
<b>STD RF.2.4a</b>	Read grade-level text with purpose and understanding.																		
	Read and understand decodable text that incorporates letter-sound correspondences taught with purpose and understanding													♦	♦	♦	♦	♦	♦
<b>STD RF.2.4b</b>	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.																		
	Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings													♦	♦				♦
<b>STD RF.2.4c</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.																		
	Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary													♦	♦			♦	♦

Writing Standards: Grade 2		Listening & Learning Domain												Skills Unit					
Text Types and Purposes		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD W.2.1</b>	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section.																		
	Plan, draft, and edit opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section	♦		♦		♦							♦		♦		♦		
<b>STD W.2.2</b>	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.																		
	Plan and/or draft, and edit an informative/explanatory text that presents information from a nonfiction/informational read-aloud that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section		♦			♦	♦	♦	♦										
	Plan, draft, and edit an informative/explanatory text that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section																		♦
<b>STD W.2.3</b>	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.																		
	Plan, draft, and edit a narrative retelling of a fiction read-aloud, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure	♦		♦	♦								♦		♦	♦			
	Plan, draft, and edit a personal narrative with a title, recounting a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure																		♦
	Plan, draft, and edit a narrative retelling of a fiction text, creating a new ending for the story																		
<b>Production and Distribution of Writing</b>		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD W.2.5</b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.																		
	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing		♦	♦	♦		♦		♦			♦	♦		♦	♦	♦		♦
<b>STD W.2.6</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.																		
	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers				♦								♦		♦				

Writing Standards: Grade 2		Listening & Learning Domain												Skills Unit					
Research to Build and Present Knowledge		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD W.2.7</b>	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).																		
	Participate in shared research and writing projects (e.g., after listening to several read-alouds, produce a report on a single topic)	♦	♦	♦		♦		♦	♦			♦							
<b>STD W.2.8</b>	Recall information from experiences or gather information from provided sources to answer a question.																		
	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud and/or make connections among several read-alouds	♦	♦	♦	♦	♦		♦	♦	♦	♦	♦	♦						
	With assistance, categorize and organize facts and information within a given domain to answer questions	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦						
	Generate questions and gather information from multiple sources to answer questions	♦				♦		♦	♦										
<b>Range of Writing</b>		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD W.K.10</b>	(Begins in Grade 3)																		

Speaking and Listening Standards: Grade 2		Listening & Learning Domain												Skills Unit					
Comprehension and Collaboration		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD SL.2.1</b>	Participate in collaborative conversations with diverse partners about <i>Grade 2 topics and texts</i> with peers and adults in small and large groups.																		
<b>STD SL.2.1a</b>	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).																		
	Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦						
<b>STD SL.2.1b</b>	Build on others’ talk in conversations by linking their comments to the remarks of others.																		
	Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦						
<b>STD SL.2.1c</b>	Ask for clarification and further explanation as needed about the topics and texts under discussion.																		
	Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦						
<b>STD SL.2.2</b>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.																		
	Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud	♦	♦	♦	♦	♦	♦	♦	♦	♦		♦	♦						
	Summarize (orally or in writing) text content and/or oral information presented by others	♦	♦	♦	♦		♦			♦		♦							
<b>STD SL.2.3</b>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.																		
	Ask questions to clarify directions, exercises, classroom routines and/or what a speaker says about a topic to gather additional information, or deepen understanding of a topic or issue	♦	♦	♦	♦	♦	♦	♦	♦	♦		♦	♦						

Speaking and Listening Standards: Grade 2		Listening & Learning Domain												Skills Unit					
Presentation of Knowledge and Ideas		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD SL.2.4</b>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.																		
	Recount a personal experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences		♦	♦	♦	♦		♦	♦	♦	♦	♦	♦						
<b>STD SL.2.5</b>	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.																		
	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦						
<b>STD SL.2.6</b>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language)																		
	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦		♦	♦	♦	♦
Language Standards: Grade 2		Listening & Learning Domain												Skills Unit					
Conventions of Standard English		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD L.2.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																		
<b>STD L.2.1a</b>	Use collective nouns (e.g., <i>group</i> ).																		
	Use collective nouns (e.g., <i>group</i> )																♦	♦	
<b>STD L.2.1b</b>	Form and use frequently occurring irregular plural nouns (e.g., <i>feet</i> , <i>children</i> , <i>teeth</i> , <i>mice</i> , <i>fish</i> ).																		
	Form and use irregular plural nouns orally and in own writing																♦	♦	
<b>STD L.2.1c</b>	Use reflexive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ).																		
	Use reflexive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ) orally and in own writing																		
<b>STD L.2.1d</b>	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat</i> , <i>hid</i> , <i>told</i> ).																		
	Use both regular and irregular past-, present-, and future-tense verbs orally and in own writing															♦	♦	♦	♦
<b>STD L.2.1e</b>	Use adjectives and adverbs, and choose between them depending on what is to be																		
	Use adjectives appropriately orally and in own writing															♦		♦	♦
	Use adverbs appropriately orally and in own writing																		♦
<b>STD L.2.1f</b>	Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie</i> ; <i>The little boy watched the movie</i> ; <i>The action movie was watched by the little boy</i> ).																		
	Use and expand complete simple and compound sentences orally and in own writing															♦	♦		♦

Language Standards: Grade 2		Listening & Learning Domain												Skills Unit					
Conventions of Standard English		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD L.2.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																		
<b>STD L.2.2a</b>	Capitalize holidays, product names, and geographic names.																		
	Capitalize holidays, product names, and geographic names															♦	♦	♦	♦
<b>STD L.2.2b</b>	Use commas in greetings and closings of letters.																		
	Use commas in greetings and closings of letters																	♦	
<b>STD L.2.2c</b>	Use an apostrophe to form contractions and frequently occurring possessives.																		
	Use an apostrophe to form contractions and frequently occurring possessives																♦		♦
<b>STD L.2.2d</b>	Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i> ).																		
	Spell and write one-syllable words using the letter-sound correspondences taught in Grade 2, using the Individual Code Chart as needed															♦	♦		♦
<b>STD L.2.2e</b>	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.																		
	Consult the Individual Code Chart and simple dictionaries to check spelling																♦	♦	♦
Knowledge of Language		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD L.2.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.																		
<b>STD L.2.3a</b>	Compare formal and informal uses of English.																		
	Compare formal and informal uses of English																	♦	

Language Standards: Grade 2		Listening & Learning Domain												Skills Unit					
Vocabulary Acquisition and Use		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD L.2.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.																		
<b>STD L.2.4a</b>	Use sentence-level context as a clue to the meaning of a word or phrase.																		
	Use sentence-level context as a clue to the meaning of a word or phrase																♦	♦	♦
<b>STD L.2.4b</b>	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy /unhappy</i> , <i>tell /retell</i> ).																		
	Use word parts to determine meanings of unknown words in fiction or nonfiction/informational read-alouds and discussions	♦	♦	♦								♦	♦						
<b>STD L.2.4c</b>	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i> ).																		
	Use word parts to determine meanings of unknown words in fiction or nonfiction/informational read-alouds and discussions	♦	♦	♦		♦		♦		♦		♦							
<b>STD L.2.4d</b>	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i> ).																		
	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> , <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i> )																♦		
<b>STD L.2.4e</b>	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.																		
	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases																		♦
<b>STD L.2.5</b>	Demonstrate understanding of word relationships and nuances in word meanings.																		
<b>STD L.2.5a</b>	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).																		
	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦						
	Provide synonyms and antonyms of selected core vocabulary words	♦	♦	♦	♦	♦		♦	♦	♦		♦							
	Determine the meaning of unknown and multiple meaning words and phrases in fiction or nonfiction/informational read-alouds and discussions	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦						
<b>STD L.2.5b</b>	Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i> ) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i> ).																		
	Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i> ) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i> )		♦	♦		♦													♦



Language Standards: Grade 2		Listening & Learning Domain												Skills Unit					
Vocabulary Acquisition and Use		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD L.2.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).																		
	Learn the meaning of common sayings and phrases	♦	♦	♦	♦	♦		♦	♦	♦	♦	♦							
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> )	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦							

Key To Listening & Learning Domain Numbers:
1 Fairy Tales and Tall Tales
2 Early Asian Civilizations
3 Ancient Greek Civilizations
4 Greek Myths
5 War of 1812
6 Cycles in Nature
7 Westward Expansion
8 Insects
9 U.S. Civil War
10 Human Body
11 Immigration
12 Fighting for a Cause

**Course Resources:**

Beginning of the Year Procedures

G2\_U1\_RDR\_web.pdf

G2\_U1\_TG\_web.pdf

G2\_U1\_WB\_web.pdf

G2\_U1\_ReplacementPacket\_CKLAweb.pdf

G2\_U2\_RDR\_web.pdf

G2\_U2\_TG\_web.pdf

G2\_U2\_WB\_web.pdf

G2\_U3\_RDR\_web.pdf

G2\_U3\_TG\_web.pdf

G2\_U3\_WB\_web.pdf

G2\_U4\_RDR\_web.pdf

G2\_U4\_TG\_web.pdf

G2\_WB\_U4\_web.pdf

CKLA\_G2\_U5\_Rdr\_web.pdf

CKLA\_G2\_U5\_TG\_web.pdf

CKLA\_G2\_U5\_WB\_web.pdf

G2\_U6\_Rdr\_web.pdf

G2\_U6\_TG\_web.pdf

G2\_U6\_TimelineCards\_web.pdf

G2\_U6\_WB\_web.pdf

Unit	Benchmarks	Essential Questions	Mission Alignment	Content	Skills	Assessments
Quarter 1						
Week 1			We discussed Core Values and their importance to our learning and becoming better citizens of the world.	Rules, Routines, Procedures Back to School Assessments Reading Literature <ul style="list-style-type: none"> <li>• <u>First Day Jitters</u></li> <li>• <u>Tattle Tongue</u></li> <li>• <u>Interrupting Chicken</u></li> <li>• <u>My Mouth is a Volcano</u></li> <li>• <u>Chrysanthemum</u></li> <li>• <u>Teamwork isn't My Thing</u></li> <li>• <u>Friendship is an Art</u></li> <li>• <u>Mrs. Foxes Peace Week</u></li> <li>• <u>Lying Up a Storm</u></li> </ul>	<ul style="list-style-type: none"> <li>• Listen and Respond to read alouds</li> <li>• Writing a friendly letter</li> <li>• Penmanship</li> <li>• Learn and follow rules and routines</li> </ul>	<ul style="list-style-type: none"> <li>• Penmanship</li> <li>• ABC Order</li> </ul>
Week 1.5 - needed extra time		How do we identify dangerous situations and knowing when and how to respond?	Connect reading and situations to core values. Discuss characters and their choices in each situation.	<ul style="list-style-type: none"> <li>• Read/Review Tattle Tongue - discuss as a class the differences of tattling and reporting</li> <li>• Tattle Sort</li> <li>• Read The Hundred Dresses</li> </ul>	<ul style="list-style-type: none"> <li>• Socratic discussion with read alouds.</li> <li>• Follow rules and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency</li> <li>• Start Running Records</li> <li>• Friendly letter</li> <li>• Spelling inventory</li> </ul>
Week 2	RL.2.1(I) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RL.2.2(I) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Do scholars have basic phonemic awareness, reading, and comprehension skills?	Scholars are displaying high standards of academic excellence by using their scholar empowered learning skills to produce their highest quality work.	<b>CKLA Unit 1</b> Lesson 1 <ul style="list-style-type: none"> <li>• Basic Code Spellings for /a/, /i/, /p/, /b/, /t/, /d/</li> <li>• "Kate Visits Nan" story and comprehension questions</li> </ul> Lesson 2 <ul style="list-style-type: none"> <li>• Basic Code Spellings for /o/, /e/, /u/, /k/, /g/</li> </ul>	<ul style="list-style-type: none"> <li>• Review of Short Vowel Sounds</li> <li>• Review of Consonant Spellings</li> <li>• Review of Decoding 2 Syllable Words</li> <li>• Sentence building, capitalization, and punctuation</li> <li>• Writing Complete Sentences</li> <li>• Fluently Read and Comprehend grade level text</li> </ul>	Running Records Continuing BPST

## RL.2.5(I)

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

## RL.2.6(I)

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

## RF.2.3(I)

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

## RF.2.4(I)

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## W.2.3(I)

Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

## W.2.5(I)

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

## SL.2.2(I)

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

## SL.2.3(I)

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

- "The Campsite" story and comprehension questions

## Lesson 3

- Basic Code Spellings for /k/, /j/, /v/, /f/, /h/, /l/
- "The Hike" story and comprehension questions

## Lesson 4

- Basic Code Spellings for /th/, /th/, /n/, /ng/, /sh/, /ch/
- "The Bone Man" story and comprehension questions

## Lesson 5

- Basic Code Spellings for /s/, /z/, /m/, /w/, /r/, /y/, /x/, /qu/
- "The Big Dig" story and comprehension questions

**Reading Literature**

- The Hundred Dresses

**Spelling: Words Their Way**

	L.2.3(I) Use knowledge of language and its conventions when writing, speaking, reading, or listening. •a. Compare formal and informal uses of English.					
Week 3	<p>RL.2.1(I) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.2(I) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.3(I) Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.5(I) Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL.2.6(I) Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.10(I) By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF.2.3(I) Know and apply grade-level phonics and word analysis skills in decoding words. •a. Distinguish long and short vowels when reading regularly spelled one-syllable words. •b. Know spelling-sound correspondences for additional common vowel teams. •c. Decode regularly spelled two-syllable words with long vowels. •d. Decode words with common prefixes and suffixes. •e. Identify words with inconsistent but common spelling-sound correspondences. •f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.2.4(I) Read with sufficient accuracy and fluency to support comprehension. •a. Read on-level text with purpose and understanding •b. Read on-level text orally with accuracy, appropriate rate, and expression on successive</p>	What reading group should a scholar be placed in order to meet them at their instructional level so they can be their most successful selves?	Reading groups provide the opportunity for mentoring using the classics to help scholars to become models of what we teach.	<p><b><u>CKLA Unit 1</u></b></p> <p>Lesson 6</p> <ul style="list-style-type: none"> <li>• Assessment “Snacks”</li> <li>• Compound Words</li> </ul> <p>Lesson 7</p> <ul style="list-style-type: none"> <li>• Assessment “Prince Vincent”</li> <li>• Retelling a Story</li> </ul> <p>Lesson 8</p> <ul style="list-style-type: none"> <li>• Assessment “The Beach”</li> <li>• Following written directions</li> </ul> <p>Lesson 9</p> <ul style="list-style-type: none"> <li>• Assessment “Sink or Float”</li> </ul> <p>Lesson 10</p> <ul style="list-style-type: none"> <li>• Assessment Word Reading Placement</li> </ul> <p><b><u>Reading Literature</u></b></p> <ul style="list-style-type: none"> <li>• <u>The Hundred Dresses</u></li> <li>• Daily 5 Training</li> </ul> <p><b><u>Spelling: Words Their Way</u></b></p> <p><b><u>Writing: Lucy Calkin's Personal Narrative Unit of Study</u></b></p>	<ul style="list-style-type: none"> <li>• Review of Short Vowel Sounds</li> <li>• Review of Consonant Spellings</li> <li>• Review of Decoding 2 Syllable Words</li> <li>• Sentence building, capitalization, and punctuation</li> <li>• Writing Complete Sentences</li> <li>• Fluently Read and Comprehend grade level text</li> <li>• Write Personal Narratives</li> </ul>	Running Records Continue BPST

	<p>readings.                  •c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W.2.3(I)                  Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>W.2.5(I)                  With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>SL.2.1(I)                  Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.                  •a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                  •b. Build on others' talk in conversations by linking their comments to the remarks of others.                  •c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.2(I)                  Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>L.2.2(I)                  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                  •a. Capitalize holidays, product names, and geographic names.                  •b. Use commas in greetings and closings of letters.                  •c. Use an apostrophe to form contractions and frequently occurring possessives.                  •d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).                  •e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>					
<p>Week 4</p>	<p>RL.2.1(I)                  Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.2(I)                  Recount stories, including fables</p>	<p>Can scholars identify long and short vowel sounds?                  Can scholars correctly apply suffixes to base words and decode multi-syllable words?</p>	<p>Reading groups provide the opportunity for mentoring using the classics to help scholars to become models of what we teach scholars</p>	<p><b>CKLA Unit 1</b>                  Lesson 11                  • Tricky Words: the, he, she, we, be, me                  • Double Letter Spellings 'bb', 'cc', 'ck', 'dd', 'ff', 'gg', 'll'                  "The Hot Dog" story</p>	<ul style="list-style-type: none"> <li>• Review of Short Vowel Sounds</li> <li>• Review of Consonant Spellings</li> <li>• Review of Tricky Words</li> <li>• Review of Decoding 2 Syllable Words</li> <li>• Review of suffixes</li> <li>• Sentence building, capitalization, and punctuation</li> <li>• Writing Complete Sentences</li> </ul>	<p>Words Their Way Assessment 1A</p>

and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.5(I)  
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.6(I)  
Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7(I)  
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.10(I)  
By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RF.2.3(I)  
Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

RF.2.4(I)  
Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.2.3(I)  
Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of

multi-syllable words?

teach. scholars correctly apply suffixes to base words and decode multi-syllable words?

- The Hot Dog story and discussion

Lesson 12

- Tricky Words: was, of, a;
- Double Letter Spellings 'mm', 'nn', 'pp', 'rr', 'ss', 'tt', 'zz'
- "The Chicken Nugget" story & sequencing

Lesson 13

- Read Two-Syllable Words
- Suffix "ing" spelling patterns
- "The Chicken Nugget" story & comprehension questions

Lesson 14

- Tricky Words: do, down, how, to;
- Tricky Spelling 'g'
- "The Snack Mix" story

Lesson 15

- Tricky Spelling 'c'
- "The Snack Mix" story

**Reading Literature**

- American Tall Tales
- Daily 5 Training

**Spelling: Words Their Way** - Unit 1, Assessment 1A, Sorts 1-4

**Writing: Lucy Calkin's Personal Narrative Unit**

- Writing Complete Sentences
- Fluently Read and Comprehend grade level text
- Sequencing Story Events
- Writing a Personal Narrative

closure.

W.2.5(I)

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.6(I)

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

SL.2.1(I)

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

- b. Build on others' talk in conversations by linking their comments to the remarks of others.

- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2(I)

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3(I)

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.6(I)

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

L.2.2(I)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.

- b. Use commas in greetings and closings of letters.

- c. Use an apostrophe to form contractions and frequently occurring possessives.

- d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).

- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Week 5	<p>RL.2.1(I) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.4(I) Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.7(I) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.10(I) By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF.2.3(I) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>•b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>•c. Decode regularly spelled two-syllable words with long vowels.</li> <li>•d. Decode words with common prefixes and suffixes.</li> <li>•e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>•f. Recognize and read grade-appropriate irregularly spelled words.</li> </ul> <p>RF.2.4(I) Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>•a. Read on-level text with purpose and understanding</li> <li>•b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>•c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p>W.2.3(I) Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>SL.2.1(I)</p>	<p>Can scholars identify long and short vowel sounds? Can scholars correctly apply suffixes to base words and decode multi-syllable words?</p>	<p>Reading groups provide the opportunity for mentoring using the classics to help scholars to become models of what we teach. scholars correctly apply suffixes to base words and decode multi-syllable words?</p>	<p><b><u>CKLA Unit 1</u></b> Lesson 16</p> <ul style="list-style-type: none"> <li>• Spelling Alternatives 'qu', 'wh', 'wr', 'kn'</li> <li>• "The Ham" story</li> </ul> <p>Lesson 17</p> <ul style="list-style-type: none"> <li>• Tricky Words: what, where, why, from;</li> <li>• Spelling Alternatives 'ge', 've'</li> <li>• "The Fish" story</li> </ul> <p>Lesson 18</p> <ul style="list-style-type: none"> <li>• Tricky Words: once, one;</li> <li>• Spelling Alternatives 'se', 'ce', 'tch'</li> <li>• "The Milk" story</li> </ul> <p>Lesson 19</p> <ul style="list-style-type: none"> <li>• Past Tense -ed</li> <li>• "The Milk" story and comprehension questions</li> </ul> <p>Lesson 20</p> <ul style="list-style-type: none"> <li>• Tricky Spelling 's'</li> </ul> <p><b><u>Reading Literature</u></b></p> <ul style="list-style-type: none"> <li>• <u>American Tall Tales</u></li> <li>• Daily 5 Training</li> </ul> <p><b><u>Spelling: Words Their Way</u></b> - Unit 1, Sort 5-7, Assessment 1B</p> <p><b><u>Writing: Lucy Calkin's Personal Narrative Unit</u></b></p>	<ul style="list-style-type: none"> <li>• Review of Short Vowel Sounds</li> <li>• Review of Consonant Spellings</li> <li>• Review of Tricky Words</li> <li>• Review of Decoding 2 Syllable Words</li> <li>• Review of suffix -ed</li> <li>• Sentence building, capitalization, and punctuation</li> <li>• Writing Complete Sentences</li> <li>• Fluently Read and Comprehend grade level text</li> <li>• Writing a Personal Narrative</li> </ul>	<p>Words Their Way Assessment 1B</p>
--------	---	--	---	---	---	--



	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>•a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>•b. Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>•c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul> <p>SL.2.2(I) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3(I) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>L.2.2(I) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>•a. Capitalize holidays, product names, and geographic names.</li> <li>•b. Use commas in greetings and closings of letters.</li> <li>•c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>•d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).</li> <li>•e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>					
<p>Week 6</p>	<p>RL.2.2(I) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.5(I) Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL.2.7(I) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RI.2.10(I) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in</p>	<p>Can scholars identify long and short vowel sounds? Can scholars correctly apply suffixes to base words and decode multi-syllable words?</p>	<p>Reading groups provide the opportunity for mentoring using the classics to help scholars to become models of what we teach.</p>	<p><b><u>CKLA Unit 1</u></b> Lesson 21  <ul style="list-style-type: none"> <li>• Tricky Spelling 'n'</li> <li>• Tricky Words: could, would, should</li> <li>• "The Chips" story &amp; comprehension questions</li> </ul>                     Lesson 22  <ul style="list-style-type: none"> <li>• Tricky Words: there, said, says, word</li> <li>• Unit Assessment</li> </ul> <b><u>Reading Literature</u></b>  <ul style="list-style-type: none"> <li>• <u>Tiger, Brahman, and Jackal</u></li> <li>• <u>The Blind Men and the Elephant</u></li> <li>• Daily 5</li> </ul> <b><u>Spelling: Words Their Way</u></b> </p>	<ul style="list-style-type: none"> <li>• Review of Short Vowel Sounds</li> <li>• Review of Consonant Spellings</li> <li>• Review of Tricky Words</li> <li>• Review of Decoding 2 Syllable Words</li> <li>• Review of suffix -ed</li> <li>• Sentence building, capitalization, and punctuation</li> <li>• Writing Complete Sentences</li> <li>• Fluently Read and Comprehend grade level text</li> <li>• Writing a Personal Narrative</li> </ul>	<p>CKLA Unit 1 Assessment</p>

the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**RF.2.3(I)**

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

**RF.2.4(I)**

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**W.2.3(I)**

Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**SL.2.1(I)**

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**SL.2.2(I)**

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**Writing: Lucy Calkin's  
Personal Narrative Unit**

	<p>SL.2.3(I) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>L.2.2(I) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>•a. Capitalize holidays, product names, and geographic names.</li> <li>•b. Use commas in greetings and closings of letters.</li> <li>•c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>•d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).</li> <li>•e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>					
Week 7	<p>RL.2.3(I) Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.6(I) Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.9(I) Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RL.2.10(I) By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF.2.3(I) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>•b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>•c. Decode regularly spelled two-syllable words with long vowels.</li> <li>•d. Decode words with common prefixes and suffixes.</li> <li>•e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>•f. Recognize and read grade-appropriate irregularly spelled words.</li> </ul>	<p>Can scholars identify correct vowel combinations and the sounds they produce? Can scholars correctly apply suffixes to base words and decode multi-syllable words?</p>	<p>Reading groups provide the opportunity for mentoring using the classics to help scholars to become models of what we teach.</p>	<p><b><u>CKLA Unit 2</u></b> Lesson 1</p> <ul style="list-style-type: none"> <li>• Basic Code Review /ae/ and /ie/</li> <li>• Tricky Words I, you, your, street</li> <li>• "Mike's Bedtime" story and comprehension questions</li> </ul> <p>Lesson 2</p> <ul style="list-style-type: none"> <li>• Basic Code Review /oe/ and /ue/</li> <li>• Tricky Words my, by, have</li> <li>• "The Milk" story and comprehension questions</li> </ul> <p>Lesson 3</p> <ul style="list-style-type: none"> <li>• Basic Code Spellings /ee/</li> <li>• "The Milk" close reading</li> </ul> <p>Lesson 4</p> <ul style="list-style-type: none"> <li>• Grammar—Quotation Marks</li> <li>• Tricky Words all, who</li> <li>• "The Jumping Frog" story and comprehension questions</li> </ul> <p>Lesson 5</p> <ul style="list-style-type: none"> <li>• Tricky Spelling 'oo'</li> <li>• Tricky Words no, go, so</li> <li>• "The Frog Race" story</li> </ul> <p><b><u>Reading Informational Text</u></b></p> <ul style="list-style-type: none"> <li>• <u>Welcome to China</u></li> <li>• Daily 5 &amp; Guided Reading</li> </ul> <p><b><u>Spelling: Words Their Way</u></b> Writing: Lucy Calkin's</p>	<ul style="list-style-type: none"> <li>• Ask and answer questions of a fiction text when reading independently.</li> <li>• Recount fables and folktales read independently, identifying the central message, lesson, or moral.</li> <li>• Describe how characters in a story respond to major events and challenges.</li> <li>• Describe characters, setting, plot, beginning, and end of a story.</li> <li>• Acknowledge differences in the points of view of characters, including speaking in a different voice for each character when reading aloud.</li> <li>• Read and understand decodable text .</li> <li>• Use knowledge of the letter sound correspondences that have been taught to distinguish and correctly read long and short vowels in one syllable words.</li> <li>• Decode two-syllable words.</li> <li>• Review and read tricky words (irregularly spelled words).</li> <li>• Read with sufficient fluency to support comprehension</li> <li>• Focus on a topic and strengthen writing as needed by revising and editing</li> </ul>	<p>Words Their Way Running Records</p>

## RF.2.4(I)

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## W.2.3(I)

Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

## SL.2.1(I)

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

## SL.2.2(I)

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

## SL.2.3(I)

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

## L.2.2(I)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Personal Narrative Unit

Week 8	<p>RL.2.1(I) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.4(I) Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.7(I) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.10(I) By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF.2.3(I) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>•b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>•c. Decode regularly spelled two-syllable words with long vowels.</li> <li>•d. Decode words with common prefixes and suffixes.</li> <li>•e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>•f. Recognize and read grade-appropriate irregularly spelled words.</li> </ul> <p>RF.2.4(I) Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>•a. Read on-level text with purpose and understanding</li> <li>•b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>•c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p>W.2.3(I) Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>SL.2.1(I)</p>			<p><b><u>CKLA Unit 2</u></b></p> <p>Lesson 6</p> <ul style="list-style-type: none"> <li>• Writing a Narrative—Planning</li> <li>• Tricky Words are, were, some</li> </ul> <p>Lesson 7</p> <ul style="list-style-type: none"> <li>• Writing a Narrative—Drafting</li> <li>• Basic Code 'ou' and 'ow' for /ou/</li> </ul> <p>Lesson 8</p> <ul style="list-style-type: none"> <li>• Writing a Narrative—Editing</li> <li>• Basic Code 'oi' and 'oy' for /oy/</li> </ul> <p>Lesson 9</p> <ul style="list-style-type: none"> <li>• Grammar—Quotation Marks</li> <li>• "The Hare and the Hedgehog" story and comprehension questions</li> </ul> <p>Lesson 10</p> <ul style="list-style-type: none"> <li>• Basic Code Review /er/</li> <li>• Tricky Words they, their</li> <li>• "How the Hedgehog Tricked the Hare" story</li> </ul> <p><b><u>Reading Informational Text</u></b></p> <ul style="list-style-type: none"> <li>• <u>Welcome to China</u></li> <li>• Daily 5 and Guided Reading Groups</li> </ul> <p><b><u>Spelling: Words Their Way</u></b></p> <p><b><u>Writing: Lucy Calkin's Personal Narrative Unit</u></b></p>	<ul style="list-style-type: none"> <li>• Ask and answer questions of a fiction text when reading independently.</li> <li>• Recount fables and folktales read independently, identifying the central message, lesson, or moral.</li> <li>• Describe how characters in a story respond to major events and challenges.</li> <li>• Describe characters, setting, plot, beginning, and end of a story.</li> <li>• Acknowledge differences in the points of view of characters, including speaking in a different voice for each character when reading aloud.</li> <li>• Read and understand decodable text.</li> <li>• Use knowledge of the letter sound correspondences that have been taught to distinguish and correctly read long and short vowels in one syllable words.</li> <li>• Decode two-syllable words.</li> <li>• Review and read tricky words (irregularly spelled words).</li> <li>• Read with sufficient fluency to support comprehension</li> <li>• Focus on a topic and strengthen writing as needed by revising and editing</li> <li>• Use both regular and irregular past, present, and future tense verbs orally and in writing.</li> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>	
--------	---	--	--	--	---	--

	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>•a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>•b. Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>•c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul> <p>SL.2.2(I) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3(I) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>L.2.2(I) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>•a. Capitalize holidays, product names, and geographic names.</li> <li>•b. Use commas in greetings and closings of letters.</li> <li>•c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>•d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).</li> <li>•e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>					
Week 9	<p>RL.2.2(I) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.5(I) Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL.2.9(I) Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RL.2.10(I) By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band</p>			<p><b><u>CKLA Unit 2</u></b></p> <p>Lesson 11</p> <ul style="list-style-type: none"> <li>• Basic Code Review /or/ and /ar/</li> <li>• Quotation Marks</li> </ul> <p>Lesson 12</p> <ul style="list-style-type: none"> <li>• Writing a Narrative—Planning</li> <li>• "The Pancake" Close Reading</li> </ul> <p>Lesson 13</p> <ul style="list-style-type: none"> <li>• Writing a Narrative—Editing</li> <li>• Antonyms</li> <li>• "The Pancake Part II" story, sequencing, &amp; comprehension questions</li> </ul> <p>Lesson 14</p> <ul style="list-style-type: none"> <li>• Writing a</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions of a fiction text when reading independently.</li> <li>• Recount fables and folktales read independently, identifying the central message, lesson, or moral.</li> <li>• Describe how characters in a story respond to major events and challenges.</li> <li>• Describe characters, setting, plot, beginning, and end of a story.</li> <li>• Acknowledge differences in the points of view of characters, including speaking in a different voice for each character when reading aloud.</li> <li>• Read and understand decodable text.</li> <li>• Use knowledge of the letter sound correspondences that have been taught to distinguish and correctly</li> </ul>	

**Curriculum Map - Second Grade - ELA 2**

	<p>proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.2.3(I) Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>SL.2.1(I) Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>•a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>•b. Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>•c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul> <p>SL.2.2(I) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3(I) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>L.2.2(I) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>•a. Capitalize holidays, product names, and geographic names.</li> <li>•b. Use commas in greetings and closings of letters.</li> <li>•c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>•d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).</li> <li>•e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>			<p>Narrative—Editing</p> <ul style="list-style-type: none"> <li>• Antonyms</li> </ul> <p>Lesson 15</p> <ul style="list-style-type: none"> <li>• Antonyms</li> <li>• Review</li> <li>• "The Panther" story</li> </ul> <p><b><u>Reading Informational Text</u></b></p> <ul style="list-style-type: none"> <li>• Human Body Informational Texts</li> <li>• Daily 5 and Guided Reading</li> </ul> <p><b><u>Spelling: Words Their Way</u></b></p> <p><b><u>Writing: Lucy Calkin's Personal Narrative Unit</u></b></p>	<p>read long and short vowels in one syllable words.</p> <ul style="list-style-type: none"> <li>• Decode two-syllable words.</li> <li>• Read and write words with inflectional endings and suffixes.</li> <li>• Review and read tricky words (irregularly spelled words).</li> <li>• Read with sufficient fluency to support comprehension</li> <li>• Focus on a topic and strengthen writing as needed by revising and editing</li> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</li> <li>• Identify and use synonyms and antonyms</li> <li>• Use quotation marks in writing</li> </ul>	
--	---	--	--	--	---	--

Unit	Benchmarks	Essential Questions	Mission Alignment	Content	Skills	Assessments
Quarter 2						

<p>Week 10</p>	<p>RL.2.3(I) Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.6(I) Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.9(I) Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RL.2.10(I) By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF.2.3(I) Know and apply grade-level phonics and word analysis skills in decoding words. •a. Distinguish long and short vowels when reading regularly spelled one-syllable words. •b. Know spelling-sound correspondences for additional common vowel teams. •c. Decode regularly spelled two-syllable words with long vowels. •d. Decode words with common prefixes and suffixes. •e. Identify words with inconsistent but common spelling-sound correspondences. •f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.2.4(I) Read with sufficient accuracy and fluency to support comprehension. •a. Read on-level text with purpose and understanding •b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. •c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W.2.3(I) Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>SL.2.1(I) Participate in collaborative conversations with diverse</p>			<p><b><u>CKLA Unit 2</u></b> Lesson 16</p> <ul style="list-style-type: none"> <li>• Unit Assessment for Grammar and Writing Review and Reteach Unit 2 Skills</li> </ul> <p><b><u>Reading Informational Text</u></b></p> <ul style="list-style-type: none"> <li>• Human Body Informational Text</li> <li>• Daily 5 and Guided Reading</li> </ul> <p><b><u>Spelling: Words Their Way</u></b> <b><u>Writing: Lucy Calkin's Personal Narrative Unit</u></b></p>	<ul style="list-style-type: none"> <li>• Ask and answer questions of a fiction text when reading independently.</li> <li>• Recount fables and folktales read independently, identifying the central message, lesson, or moral.</li> <li>• Describe how characters in a story respond to major events and challenges.</li> <li>• Describe characters, setting, plot, beginning , and end of a story.</li> <li>• Acknowledge differences in the points of view of characters, including speaking in a different voice for each character when reading aloud.</li> <li>• Read and understand decodable text .</li> <li>• Use knowledge of the letter sound correspondences that have been taught to distinguish and correctly read long and short vowels in one syllable words.</li> <li>• Decode two-syllable words.</li> <li>• Read and write words with inflectional endings and suffixes.</li> <li>• Review and read tricky words (irregularly spelled words).</li> <li>• Read with sufficient fluency to support comprehension</li> <li>• Focus on a topic and strengthen writing as needed by revising and editing</li> <li>• Use both regular and irregular past, present, and future tense verbs orally and in writing.</li> <li>• Use adjectives appropriately.</li> <li>• Use and expand complete simple and compound sentences orally and in writing.</li> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• Capitalize holidays, product names, and geographic names.</li> <li>• Use an apostrophe to form contractions and frequently occurring possessives.</li> </ul>	<p>CKLA Unit 2 Assessments</p>
--------------------	---	--	--	---	---	--------------------------------



	<p>partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>•a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>•b. Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>•c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul> <p>SL.2.2(I) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3(I) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>L.2.2(I) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>•a. Capitalize holidays, product names, and geographic names.</li> <li>•b. Use commas in greetings and closings of letters.</li> <li>•c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>•d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).</li> <li>•e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>					
<p>Week 11</p>	<p>RI.2.1(I) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.4(I) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.7(I) Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.10(I) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>			<p><b><u>CKLA Unit 3</u></b> Lesson 1</p> <ul style="list-style-type: none"> <li>• Introduction to Spelling Alternatives for /ae/</li> <li>• "A Letter from the Publisher" story and comprehension questions</li> </ul> <p>Lesson 2</p> <ul style="list-style-type: none"> <li>• Spelling Alternatives for /ae/: 'a_e', 'ai', 'ay'</li> <li>• "The Spelling Bee" story and comprehension questions</li> </ul> <p>Lesson 3</p> <ul style="list-style-type: none"> <li>• Spelling Alternatives for /ae/: 'a';</li> <li>• Tricky Spelling 'a'</li> <li>• "And Then There Were Two" story and comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions of a nonfiction text</li> <li>• Identify and use text features to locate key facts or information in a nonfiction/informational text</li> <li>• Identify the main purpose of a text</li> <li>• Describe how reasons or facts support specific points the author makes in a nonfiction text.</li> <li>• Read and understand decodable text</li> <li>• Use knowledge of the letter sound correspondences that have been taught to distinguish and correctly read long and short vowels in one and two syllable words</li> <li>• Read and write words spelled with the following vowel teams: long vowel sounds: 'ai', 'ay' &gt; /ae/; 'e_e', 'ea', 'ey' &gt; /ee/; 'oa', 'oe', 'ow' &gt; /oe/; 'ie', 'igh' &gt; /ie/; short vowel sounds: 'ou', 'o_e' &gt; /u/; 'ea' &gt; /e/; other vowel sounds: 'oi', 'oy' &gt; /oi/; 'aw',</li> </ul>	

## RF.2.3(I)

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

## RF.2.4(I)

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## W.2.3(I)

Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

## W.2.5(I)

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

## SL.2.1(I)

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

## SL.2.2(I)

Recount or describe key ideas or details from a text read aloud or information presented orally or

questions

## Lesson 4

- Spelling Alternatives Review
- Tricky Spelling 'a'
- "Born to Spell" close reading

## Lesson 5

- Review of Spelling Alternatives for /ae/

**Reading Informational Text**

- Fall Stories
- Human Body Informational Text
- Daily 5 and Guided Reading

**Spelling: Words Their Way****Writing: Lucy Calkin's Personal Narrative Unit**

'au', 'augh', 'al' > /aw/; 'ow' > /ou/; r-controlled vowel sounds: 'er' >/er/; 'or' > /or/; 'ar' > /ar/

- Read and write words with inflectional endings and suffixes
- Read with sufficient fluency to support comprehension
- Plan, draft, and edit a personal narrative with a title, recounting a well-elaborated event or short sequence of events, including details, to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Capitalize holidays, product names, and geographic names
- Use sentence-level context as a clue to the meaning of a word or phrase

through other media.

SL.2.3(I)

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

L.2.1(I)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., group).
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.2(I)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.2.4(I)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

	<ul style="list-style-type: none"> <li>•d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</li> <li>•e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul>				
Week 12	<p>RI.2.2(I) Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.5(I) Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.7(I) Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.10(I) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF.2.3(I) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>•b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>•c. Decode regularly spelled two-syllable words with long vowels.</li> <li>•d. Decode words with common prefixes and suffixes.</li> <li>•e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>•f. Recognize and read grade-appropriate irregularly spelled words.</li> </ul> <p>RF.2.4(I) Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>•a. Read on-level text with purpose and understanding</li> <li>•b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>•c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>			<p><b><u>CKLA Unit 3</u></b> Lesson 6</p> <ul style="list-style-type: none"> <li>• Introduction to Spelling Alternatives for /oe/</li> <li>• "Miss Baker" story and questions</li> </ul> <p>Lesson 7</p> <ul style="list-style-type: none"> <li>• Spelling Alternatives for /oe/: 'oa', 'oe'</li> <li>• Common Nouns</li> </ul> <p>Lesson 8</p> <ul style="list-style-type: none"> <li>• Spelling Alternative for /oe/: 'o'</li> <li>• Tricky Spelling 'o'</li> <li>• "The Swimming Sisters" close reading and comprehension questions</li> </ul> <p>Lesson 9</p> <ul style="list-style-type: none"> <li>• Spelling Alternatives Review</li> <li>• Tricky Spelling 'o'</li> <li>• "Val's Training" story</li> </ul> <p>Lesson 10</p> <ul style="list-style-type: none"> <li>• Review of Spelling Alternatives for /oe/</li> <li>• "Kim's Training" story</li> </ul> <p><b><u>Reading Literature</u></b></p> <ul style="list-style-type: none"> <li>• Greek Myths</li> <li>• Daily 5 and Guided Reading</li> </ul> <p><b><u>Spelling: Words Their Way</u></b> <b><u>Writing: Lucy Calkin's Personal Narrative Unit</u></b></p>	<ul style="list-style-type: none"> <li>• Ask and answer questions of a nonfiction text</li> <li>• Identify and use text features to locate key facts or information in a nonfiction/informational text</li> <li>• Identify the main purpose of a text</li> <li>• Describe how reasons or facts support specific points the author makes in a nonfiction text.</li> <li>• Read and understand decodable text</li> <li>• Use knowledge of the letter sound correspondences that have been taught to distinguish and correctly read long and short vowels in one and two syllable words</li> <li>• Read and write words spelled with the following vowel teams: long vowel sounds: 'ai', 'ay' &gt; /ae/; 'e_e', 'ea', 'ey' &gt; /ee/; 'oa', 'oe', 'ow' &gt; /oe/; 'ie', 'igh' &gt; /ie/; short vowel sounds: 'ou', 'o_e' &gt; /u/; 'ea' &gt; /e/; other vowel sounds: 'oi', 'oy' &gt; /oi/; 'aw', 'au', 'augh', 'al' &gt; /aw/; 'ow' &gt; / ou/; r-controlled vowel sounds: 'er' &gt; /er/; 'or' &gt; /or/; 'ar' &gt; /ar/</li> <li>• Read and write words with inflectional endings and suffixes</li> <li>• Read with sufficient fluency to support comprehension</li> <li>• Plan, draft, and edit a personal narrative with a title, recounting a well-elaborated event or short sequence of events, including details, to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure</li> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</li> <li>• Identify common and proper nouns</li> <li>• Use sentence-level context as a clue to the meaning of a word or phrase</li> </ul>

## W.2.3(I)

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

## W.2.5(I)

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

## SL.2.1(I)

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

## SL.2.2(I)

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

## SL.2.3(I)

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

## L.2.1(I)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., group).
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

	<p>L.2.2(I) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>•a. Capitalize holidays, product names, and geographic names.</li> <li>•b. Use commas in greetings and closings of letters.</li> <li>•c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>•d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).</li> <li>•e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul> <p>L.2.4(I) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>•a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>•b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</li> <li>•c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</li> <li>•d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</li> <li>•e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul>					
Week 13	<p>RI.2.1(I) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.4(I) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.7(I) Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.10(I) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the</p>			<p><b>CKLA Unit 3</b></p> <p>Lesson 11</p> <ul style="list-style-type: none"> <li>• Introduction to Spelling Alternatives for /ie/</li> <li>• "The Big Race" close reading and sequencing</li> </ul> <p>Lesson 12</p> <ul style="list-style-type: none"> <li>• Spelling Alternatives for /ie/: 'ie', 'i';</li> <li>• Common and Proper Nouns</li> </ul> <p>Lesson 13</p> <ul style="list-style-type: none"> <li>• Review of Spelling Alternatives</li> <li>• Tricky Spelling 'i'</li> <li>• "The Big Race" story comprehension</li> </ul> <p>Lesson 14</p> <ul style="list-style-type: none"> <li>• Common and Proper Nouns</li> <li>• Capitalization</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions of a nonfiction text</li> <li>• Identify and use text features to locate key facts or information in a nonfiction/informational text</li> <li>• Identify the main purpose of a text</li> <li>• Describe how reasons or facts support specific points the author makes in a nonfiction text.</li> <li>• Read and understand decodable text</li> <li>• Use knowledge of the letter sound correspondences that have been taught to distinguish and correctly read long and short vowels in one and two syllable words</li> <li>• Read and write words spelled with the following vowel teams: long vowel sounds: 'ai', 'ay' &gt; /ae/; 'e_e', 'ea', 'ey' &gt; /ee/; 'oa', 'oe', 'ow' &gt; /oe/; 'ie', 'igh' &gt; /ie/; short vowel sounds: 'ou', 'o_e' &gt; /u/; 'ea' &gt; /e/; other</li> </ul>	

range.

**RF.2.3(I)**  
Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

**RF.2.4(I)**  
Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**W.2.3(I)**  
Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**W.2.5(I)**  
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**SL.2.1(I)**  
Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**SL.2.2(I)**  
Recount or describe key ideas or details from a text read aloud or

- "The Soccer Twins Part 1" story

Lesson 15

- Midpoint Decoding Assessment
- Plural Nouns

**Reading Literature**

- Seasonal Stories
- Greek Myths
- Guided Reading and Daily 5

**Spelling: Words Their Way**

**Writing: Lucy Calkin's Personal Narrative Unit**

vowel sounds: 'oi', 'oy' > /oi/; 'aw', 'au', 'augh', 'al' > /aw/; 'ow' > /ou/; r-controlled vowel sounds: 'er' >/er/; 'or' > /or/; 'ar' > /ar/

- Read and write words with inflectional endings and suffixes
- Read with sufficient fluency to support comprehension
- Plan, draft, and edit a personal narrative with a title, recounting a well-elaborated event or short sequence of events, including details, to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Distinguish common and proper nouns
- Distinguish singular and plural nouns
- Use sentence-level context as a clue to the meaning of a word or phrase

information presented orally or through other media.

SL.2.3(I)

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

L.2.1(I)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., group).
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.2(I)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.2.4(I)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root



	<p>(e.g., addition, additional).</p> <ul style="list-style-type: none"> <li>•d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</li> <li>•e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul>					
Week 14	<p><b>W.2.3(A)</b> Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p><b>RI.2.2(I)</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p><b>RI.2.5(I)</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p><b>RI.2.7(I)</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><b>RF.2.3(I)</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>•b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>•c. Decode regularly spelled two-syllable words with long vowels.</li> <li>•d. Decode words with common prefixes and suffixes.</li> <li>•e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>•f. Recognize and read grade-appropriate irregularly spelled words.</li> </ul> <p><b>RF.2.4(I)</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>•a. Read on-level text with purpose and understanding</li> <li>•b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>•c. Use context to confirm or self-correct word recognition and understanding, rereading as</li> </ul>			<p><b><u>CKLA Unit 3</u></b> <b>Lesson 16</b></p> <ul style="list-style-type: none"> <li>• Introduction to Spelling Alternatives for /ue/</li> <li>• "The Soccer Twins Part II"</li> </ul> <p><b>Lesson 17</b></p> <ul style="list-style-type: none"> <li>• Spelling Alternatives for /ue/: 'u', 'u_e', 'ue'</li> <li>• Plural Nouns</li> <li>• Antonyms and Synonyms</li> </ul> <p><b>Lesson 18</b></p> <ul style="list-style-type: none"> <li>• Review of Spelling Alternatives for /ue/</li> <li>• "Jump" close reading</li> </ul> <p><b>Lesson 19</b></p> <ul style="list-style-type: none"> <li>• Spelling Alternatives for /aw/: 'aw', 'au'</li> <li>• "Jump" comprehension questions</li> </ul> <p><b>Lesson 20</b></p> <ul style="list-style-type: none"> <li>• Spelling Alternative for /aw/: 'augh'</li> <li>• "The Dispute" Close Reading</li> </ul> <p><b><u>Reading Literature</u></b></p> <ul style="list-style-type: none"> <li>• <u>Molly's Pilgrim</u></li> <li>• Thanksgiving Stories</li> <li>• Daily 5 and Guided Reading</li> </ul> <p><b><u>Spelling: Words Their Way</u></b> <b><u>Writing: Lucy Calkin's Personal Narrative Unit</u></b></p>	<ul style="list-style-type: none"> <li>• Ask and answer questions of a nonfiction text</li> <li>• Identify and use text features to locate key facts or information in a nonfiction/informational text</li> <li>• Identify the main purpose of a text</li> <li>• Describe how reasons or facts support specific points the author makes in a nonfiction text.</li> <li>• Use knowledge of the letter sound correspondences that have been taught to distinguish and correctly read long and short vowels in one and two syllable words</li> <li>• Read and write words spelled with the following vowel teams: long vowel sounds: 'ai', 'ay' &gt; /ae/; 'e_e', 'ea', 'ey' &gt; /ee/; 'oa', 'oe', 'ow' &gt; /oe/; 'ie', 'igh' &gt; /ie/; short vowel sounds: 'ou', 'o_e' &gt; /u/; 'ea' &gt; /e/; other vowel sounds: 'oi', 'oy' &gt; /oi/; 'aw', 'au', 'augh', 'al' &gt; /aw/; 'ow' &gt; / ou/; r-controlled vowel sounds: 'er' &gt;/er/; 'or' &gt; /or/; 'ar' &gt; /ar/</li> <li>• Read with sufficient fluency to support comprehension</li> <li>• Plan, draft, and edit a personal narrative with a title, recounting a well-elaborated event or short sequence of events, including details, to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure</li> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</li> <li>• Produce synonyms and atonyms</li> <li>• Read and write irregular plural nouns</li> </ul>	Personal Narrative Benchmark Assessment

necessary.

SL.2.1(I)

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2(I)

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3(I)

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

L.2.1(I)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., group).
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.2(I)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling

	<p>patterns when writing words (e.g., cage ? badge; boy ? boil).</p> <ul style="list-style-type: none"> <li>•e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul> <p>L.2.4(I) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>•a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>•b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</li> <li>•c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</li> <li>•d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</li> <li>•e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul>				
Week 15	<p>RI.2.1(I) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.4(I) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.7(I) Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.10(I) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF.2.3(I) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>•b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>•c. Decode regularly spelled two-syllable words with long</li> </ul>		<p><b><u>CKLA Unit 3</u></b> Lesson 21</p> <ul style="list-style-type: none"> <li>• Writing a Personal Narrative: Planning</li> <li>• /aw/ sound</li> </ul> <p>Lesson 22</p> <ul style="list-style-type: none"> <li>• Writing a Personal Narrative: Planning and Drafting</li> <li>• Action Verbs</li> </ul> <p>Lesson 23</p> <ul style="list-style-type: none"> <li>• Writing a Personal Narrative: Planning and Drafting</li> <li>• Action Verbs</li> </ul> <p>Lesson 24</p> <ul style="list-style-type: none"> <li>• Writing a Personal Narrative: Editing</li> </ul> <p>Lesson 25</p> <ul style="list-style-type: none"> <li>• Student Performance Task Assessment</li> </ul> <p><b><u>Reading Literature</u></b></p> <ul style="list-style-type: none"> <li>• <u>Molly's Pilgrim</u></li> <li>• <u>Thanksgiving Stories</u></li> <li>• Guided Reading and Daily 5</li> </ul> <p><b><u>Spelling: Words Their Way</u></b> <b><u>Writing: Lucy Calkin's Personal Narrative Unit/Seasonal Writing</u></b></p>	<ul style="list-style-type: none"> <li>• Ask and answer questions of a nonfiction text</li> <li>• Identify and use text features to locate key facts or information in a nonfiction/informational text</li> <li>• Identify the main purpose of a text</li> <li>• Describe how reasons or facts support specific points the author makes in a nonfiction text.</li> <li>• Read and understand decodable text</li> <li>• Use knowledge of the letter sound correspondences that have been taught to distinguish and correctly read long and short vowels in one and two syllable words</li> <li>• Read and write words with inflectional endings and suffixes</li> <li>• Read with sufficient fluency to support comprehension</li> <li>• Identify and use verbs in writing</li> <li>• Plan, draft, and edit a personal narrative with a title, recounting a well-elaborated event or short sequence of events, including details, to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure</li> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</li> </ul>	CKLA Unit 3 Assessment

- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

## RF.2.4(I)

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## W.2.2(I)

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

## SL.2.1(I)

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

## SL.2.2(I)

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

## SL.2.3(I)

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

## L.2.1(I)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., group).
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).

- Capitalize holidays, product names, and geographic names
- Use sentence-level context as a clue to the meaning of a word or phrase

- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.2(I)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.2.4(I)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Week 16

RL.2.1(I)

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.4(I)

Describe how words and phrases (e.g., regular beats, alliteration,

**CKLA Unit 4**

Lesson 1

- Spelling Alternatives for /er/: 'er', 'ur', 'ir'

Lesson 2

- Spelling Alternatives for /er/: 'er', 'ur', 'ir'
- Common and Proper

- Ask and answer questions of a fiction text
- Acknowledge differences in the points of view of characters by speaking in a different voice for each character
- Use information gained from illustrations to demonstrate

rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**RL.2.7(I)**

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**RL.2.10(I)**

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**RF.2.3(I)**

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

**RF.2.4(I)**

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**W.2.2(I)**

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**SL.2.1(I)**

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their

nouns

- "Morning" story

**Lesson 3**

- Spelling Alternative for /i/: 'y'
- Singular and Plural Nouns
- "Brooklyn" story comprehension

**Lesson 4**

- Tricky Spelling 'i'
- Spelling Alternatives for /ie/: 'i' in One-Syllable Words
- Action Verbs
- "Drummer's Grove" close reading

**Lesson 5**

- Spelling Alternative for /ie/: 'igh'
- Synonyms and Antonyms
- "Dwight's Lights" story

**Reading Literature and Informational Texts**

- Christmas Around the World Texts
- Guided Reading and Daily 5

**Spelling: Words Their Way**

**Writing: Lucy Calkin's Informational Text Unit/Seasonal Writing**

understanding or characters, setting, plot, etc.

- Read and understand decodable text
- Distinguish long and short vowel sounds when reading
- Know spelling-sound correspondences for common vowel teams
- Recognize and read grade appropriate irregularly spelled words
- Plan, draft, and edit opinion pieces
- Plan, draft, and edit informational pieces
- With guidance and support from adults and peers, focus on a topic and strengthen writing by revising and editing
- Use collective nouns
- Form and use irregular plural nouns orally and in own writing
- Use both regular and irregular past, present, and future tense verbs orally and in writing
- Use adjectives appropriately orally and in writing
- Capitalize holidays, product names, and geographic names
- Use sentence-level context as a clue to the meaning of a word or phrase

comments to the remarks of others.

•c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2(I)

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3(I)

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

L.2.1(I)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

•a. Use collective nouns (e.g., group).

•b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

•c. Use reflexive pronouns (e.g., myself, ourselves).

•d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

•e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

•f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.2(I)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

•a. Capitalize holidays, product names, and geographic names.

•b. Use commas in greetings and closings of letters.

•c. Use an apostrophe to form contractions and frequently occurring possessives.

•d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).

•e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.2.4(I)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

•a. Use sentence-level context as a clue to the meaning of a word

	<p>or phrase.</p> <ul style="list-style-type: none"> <li>•b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</li> <li>•c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</li> <li>•d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</li> <li>•e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul>				
<p>Week 17</p>	<p><b>RL.2.1(I)</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>RL.2.4(I)</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p><b>RL.2.7(I)</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>RL.2.10(I)</b> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>RF.2.3(I)</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>•b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>•c. Decode regularly spelled two-syllable words with long vowels.</li> <li>•d. Decode words with common prefixes and suffixes.</li> <li>•e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>•f. Recognize and read grade-appropriate irregularly spelled words.</li> </ul> <p><b>RF.2.4(I)</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>•a. Read on-level text with</li> </ul>			<p><b><u>CKLA Unit 4</u></b></p> <p><b>Lesson 6</b></p> <ul style="list-style-type: none"> <li>• Spelling Alternative for /ie/: 'y'; Changing 'y' to 'i' and Adding -es</li> <li>• "The Gym" story</li> </ul> <p><b>Lesson 7</b></p> <ul style="list-style-type: none"> <li>• Regular and Irregular Plural Nouns</li> <li>• "The Corner Market" story</li> </ul> <p><b>Lesson 8</b></p> <ul style="list-style-type: none"> <li>• Tricky Spelling 'o'; Spelling Alternative for /oe/: 'o' in One-Syllable Word</li> <li>• "The Gym" comprehension</li> <li>• "The Diner" close reading</li> </ul> <p><b>Lesson 9</b></p> <ul style="list-style-type: none"> <li>• Spelling Alternative for /oe/: 'ow'; Tricky Spelling 'ow'</li> <li>• "The Subway" story</li> </ul> <p><b>Lesson 10</b></p> <ul style="list-style-type: none"> <li>• Regular and Irregular Singular and Plural Nouns</li> <li>• "The Subway" comprehension</li> </ul> <p><b><u>Reading Literature and Informational Text</u></b></p> <ul style="list-style-type: none"> <li>• Christmas Around the World Texts</li> <li>• Guided Reading &amp; Daily 5</li> </ul> <p><b><u>Spelling: Words Their Way</u></b></p> <p><b><u>Writing: Lucy Calkin's Informational Writing Unit/Seasonal Writing</u></b></p>	<ul style="list-style-type: none"> <li>• Ask and answer questions of a fiction text</li> <li>• Acknowledge differences in the points of view of characters by speaking in a different voice for each character</li> <li>• Use information gained from illustrations to demonstrate understanding of characters, setting, plot, etc.</li> <li>• Read and understand decodable text</li> <li>• Distinguish long and short vowel sounds when reading</li> <li>• Know spelling-sound correspondences for common vowel teams</li> <li>• Recognize and read grade appropriate irregularly spelled words</li> <li>• Plan, draft, and edit informational pieces</li> <li>• Use collective nouns</li> <li>• Form and use irregular plural nouns orally and in own writing</li> <li>• Use sentence-level context as a clue to the meaning of a word or phrase</li> </ul>



purpose and understanding

- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### W.2.2(I)

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

#### SL.2.1(I)

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

- b. Build on others' talk in conversations by linking their comments to the remarks of others.

- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

#### SL.2.2(I)

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

#### SL.2.3(I)

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

#### L.2.1(I)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., group).

- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

- c. Use reflexive pronouns (e.g., myself, ourselves).

- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the

	<p>little boy).</p> <p>L.2.2(I) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>•a. Capitalize holidays, product names, and geographic names.</li> <li>•b. Use commas in greetings and closings of letters.</li> <li>•c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>•d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).</li> <li>•e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul> <p>L.2.4(I) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>•a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>•b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</li> <li>•c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</li> <li>•d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</li> <li>•e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul>					
<p>Week 18</p>	<p>RL.2.2(I) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.5(I) Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL.2.10(I) By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF.2.3(I) Know and apply grade-level phonics and word analysis skills in</p>			<p><b><u>CKLA Unit 4</u></b> Review and Reteach Report Card Assessments <b><u>Reading Literature and Informational Text</u></b> Christmas Around the World Texts Guided Reading and Daily 5 <b><u>Spelling: Words Their Way</u></b> <b><u>Writing: Seasonal Writing</u></b></p>	<ul style="list-style-type: none"> <li>• Ask and answer questions of a fiction text</li> <li>• Use information gained from illustrations to demonstrate understanding of characters, setting, plot, etc.</li> <li>• Read and understand decodable text</li> <li>• Distinguish long and short vowel sounds when reading</li> <li>• Plan, draft, and edit informational pieces</li> <li>• With guidance and support from adults and peers, focus on a topic and strengthen writing by revising and editing</li> <li>• Capitalize holidays, product names, and geographic names</li> <li>• Use sentence-level context as a clue to the meaning of a word or phrase</li> </ul>	

decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

RF.2.4(I)

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.2.2(I)

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

SL.2.1(I)

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2(I)

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3(I)

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

L.2.1(I)

Demonstrate command of the conventions of standard English grammar and usage when writing

or speaking.

- a. Use collective nouns (e.g., group).
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

#### L.2.2(I)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

#### L.2.4(I)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

<p>Week 19</p>	<p><b>RL.2.3(I)</b> Describe how characters in a story respond to major events and challenges.</p> <p><b>RL.2.6(I)</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p><b>RL.2.10(I)</b> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>RF.2.3(I)</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>•b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>•c. Decode regularly spelled two-syllable words with long vowels.</li> <li>•d. Decode words with common prefixes and suffixes.</li> <li>•e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>•f. Recognize and read grade-appropriate irregularly spelled words.</li> </ul> <p><b>RF.2.4(I)</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>•a. Read on-level text with purpose and understanding</li> <li>•b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>•c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p><b>W.2.2(I)</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><b>SL.2.1(I)</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>•a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> </ul>			<p><b><u>CKLA Unit 4</u></b> Review and Reteach Report Card Assessments <b><u>Reading Literature and Informational Text</u></b> Christmas Around the World Texts Guided Reading and Daily 5 <b><u>Spelling: Words Their Way</u></b> <b><u>Writing: Seasonal Writing</u></b></p>	<ul style="list-style-type: none"> <li>• Ask and answer questions of a fiction text</li> <li>• Use information gained from illustrations to demonstrate understanding of characters, setting, plot, etc.</li> <li>• Read and understand decodable text</li> <li>• Distinguish long and short vowel sounds when reading</li> <li>• Plan, draft, and edit informational pieces</li> <li>• With guidance and support from adults and peers, focus on a topic and strengthen writing by revising and editing</li> <li>• Capitalize holidays, product names, and geographic names</li> <li>• Use sentence-level context as a clue to the meaning of a word or phrase</li> </ul>	
--------------------	--	--	--	---	--	--

- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

## SL.2.2(I)

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

## SL.2.3(I)

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

## L.2.1(I)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., group).
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

## L.2.2(I)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

## L.2.4(I)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

	<ul style="list-style-type: none"> <li>•a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>•b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</li> <li>•c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</li> <li>•d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</li> <li>•e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul>					
Unit	Benchmarks	Essential Questions	Mission Alignment	Content	Skills	Assessments
Quarter 3						
Week 20	<p>RL.2.1(I) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.10(I) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF.2.3(I) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>•b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>•c. Decode regularly spelled two-syllable words with long vowels.</li> <li>•d. Decode words with common prefixes and suffixes.</li> <li>•e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>•f. Recognize and read grade-appropriate irregularly spelled words.</li> </ul> <p>RF.2.4(I) Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>•a. Read on-level text with purpose and understanding</li> <li>•b. Read on-level text orally with accuracy, appropriate rate, and expression on successive</li> </ul>			<p><b><u>CKLA Unit 4</u></b></p> <p>Lesson 11</p> <ul style="list-style-type: none"> <li>• Tricky Spelling 'e'; Spelling Alternative for /ee/: 'e'</li> <li>• "Wall Street" story</li> </ul> <p>Lesson 12</p> <ul style="list-style-type: none"> <li>• Proper Nouns</li> <li>• Introduction to a Persuasive Letter . .</li> </ul> <p>Lesson 13</p> <ul style="list-style-type: none"> <li>• Proper Nouns</li> <li>• Planning a Persuasive Letter</li> <li>• "Wall Street" comprehension</li> </ul> <p>Lesson 14</p> <ul style="list-style-type: none"> <li>• Introduction of to be as a Verb;</li> <li>• Drafting a Persuasive Letter</li> </ul> <p>Lesson 15</p> <ul style="list-style-type: none"> <li>• Drafting a Persuasive Letter .</li> <li>• "The Daydream" close reading</li> </ul> <p><b><u>Reading Literature</u></b></p> <ul style="list-style-type: none"> <li>• <u>Little House on the Prairie</u></li> <li>• Guided Reading and Daily 5</li> </ul> <p><b><u>Spelling: Words Their Way</u></b></p> <p><b><u>Writing: Lucy Calkin's Informational Writing Unit</u></b></p>	<ul style="list-style-type: none"> <li>• Ask and answer questions of a fiction text</li> <li>• Acknowledge differences in the points of view of characters by speaking in a different voice for each character</li> <li>• Use information gained from illustrations to demonstrate understanding of characters, setting, plot, etc.</li> <li>• Read and understand decodable text</li> <li>• Distinguish long and short vowel sounds when reading</li> <li>• Know spelling-sound correspondences for common vowel teams</li> <li>• Recognize and read grade appropriate irregularly spelled words</li> <li>• Plan, draft, and edit opinion pieces</li> <li>• Plan, draft, and edit informational pieces</li> <li>• With guidance and support from adults and peers, focus on a topic and strengthen writing by revising and editing</li> <li>• Use both regular and irregular past, present, and future tense verbs orally and in writing</li> <li>• Capitalize holidays, product names, and geographic names</li> <li>• Use sentence-level context as a clue to the meaning of a word or phrase</li> </ul>	

readings.

•c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.2.2(I)

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

SL.2.4(I)

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6(I)

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

L.2.1(I)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

•a. Use collective nouns (e.g., group).

•b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

•c. Use reflexive pronouns (e.g., myself, ourselves).

•d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

•e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

•f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.2(I)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

•a. Capitalize holidays, product names, and geographic names.

•b. Use commas in greetings and closings of letters.

•c. Use an apostrophe to form contractions and frequently occurring possessives.

•d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).

•e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.



	<p>L.2.4(I) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>•a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>•b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</li> <li>•c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</li> <li>•d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</li> <li>•e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul>					
Week 21	<p>RL.2.3(I) Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.10(I) By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF.2.3(I) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>•b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>•c. Decode regularly spelled two-syllable words with long vowels.</li> <li>•d. Decode words with common prefixes and suffixes.</li> <li>•e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>•f. Recognize and read grade-appropriate irregularly spelled words.</li> </ul> <p>RF.2.4(I) Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>•a. Read on-level text with purpose and understanding</li> <li>•b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> </ul>			<p><b><u>CKLA Unit 4</u></b> Lesson 16</p> <ul style="list-style-type: none"> <li>• Editing a Persuasive Letter</li> <li>• "The Florist" story</li> </ul> <p>Lesson 17</p> <ul style="list-style-type: none"> <li>• Tricky Spelling 'y'</li> <li>• Spelling Alternatives for /ee/: 'y', 'ey'</li> <li>• "The Bakery" close reading</li> </ul> <p>Lesson 18</p> <ul style="list-style-type: none"> <li>• Changing 'y' to 'i' and Adding -es</li> <li>• "Keeping It Up" story</li> <li>• "The Daydream" comprehension</li> </ul> <p>Lesson 19</p> <ul style="list-style-type: none"> <li>• Review of to be Verbs</li> <li>• Present and Past Tense of <i>To Be</i></li> <li>• "The Grocery" story</li> </ul> <p>Lesson 20</p> <ul style="list-style-type: none"> <li>• Grammar Review</li> </ul> <p><b><u>Reading Literature</u></b></p> <ul style="list-style-type: none"> <li>• <u>Little House on the Prairie</u></li> <li>• Guided Reading and Daily 5</li> </ul> <p><b><u>Spelling: Words Their Way</u></b> <b><u>Writing: Lucy Calkin's Informational Writing Unit</u></b></p>	<ul style="list-style-type: none"> <li>• Ask and answer questions of a fiction text</li> <li>• Acknowledge differences in the points of view of characters by speaking in a different voice for each character</li> <li>• Use information gained from illustrations to demonstrate understanding of characters, setting, plot, etc.</li> <li>• Read and understand decodable text</li> <li>• Distinguish long and short vowel sounds when reading</li> <li>• Know spelling-sound correspondences for common vowel teams</li> <li>• Recognize and read grade appropriate irregularly spelled words</li> <li>• Plan, draft, and edit opinion pieces</li> <li>• Plan, draft, and edit informational pieces</li> <li>• With guidance and support from adults and peers, focus on a topic and strengthen writing by revising and editing</li> <li>• Use collective nouns</li> <li>• Form and use irregular plural nouns orally and in own writing</li> <li>• Use both regular and irregular past, present, and future tense verbs orally and in writing</li> <li>• Use adjectives appropriately orally and in writing</li> <li>• Capitalize holidays, product names, and geographic names</li> <li>• Use sentence-level context as a clue to the meaning of a word or phrase</li> </ul>	

•c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.2.2(I)

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.5(I)

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

SL.2.6(I)

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

L.2.1(I)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

•a. Use collective nouns (e.g., group).

•b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

•c. Use reflexive pronouns (e.g., myself, ourselves).

•d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

•e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

•f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.2(I)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

•a. Capitalize holidays, product names, and geographic names.

•b. Use commas in greetings and closings of letters.

•c. Use an apostrophe to form contractions and frequently occurring possessives.

•d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).

•e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.2.3(I)

Use knowledge of language and

	<p>its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>•a. Compare formal and informal uses of English.</li> </ul> <p><b>L.2.4(I)</b>          Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>•a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>•b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</li> <li>•c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</li> <li>•d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</li> <li>•e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul>					
<p>Week 22</p>	<p><b>RL.2.4(I)</b>          Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p><b>RL.2.10(I)</b>          By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>RF.2.3(I)</b>          Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>•b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>•c. Decode regularly spelled two-syllable words with long vowels.</li> <li>•d. Decode words with common prefixes and suffixes.</li> <li>•e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>•f. Recognize and read grade-appropriate irregularly spelled words.</li> </ul> <p><b>RF.2.4(I)</b>          Read with sufficient accuracy and fluency to support comprehension.</p>			<p><b><u>CKLA Unit 4</u></b>  <b>Lesson 21</b></p> <ul style="list-style-type: none"> <li>• Spelling Alternative for /aw/: 'a' + 'l'</li> <li>• "Inventory" story</li> </ul> <p><b>Lesson 22</b></p> <ul style="list-style-type: none"> <li>• Reading Comprehension Assessment</li> <li>• Grammar Assessment</li> </ul> <p><b>Lessons 23–25</b></p> <ul style="list-style-type: none"> <li>• Assessment and Small Group Activities .</li> </ul> <p><b><u>Reading Literature</u></b></p> <ul style="list-style-type: none"> <li>• <u>Little House on the Prairie</u></li> <li>• Guided Reading and Daily 5</li> </ul> <p><b><u>Spelling: Words Their Way</u></b></p> <p><b><u>Writing: Lucy Calkin's Informational Writing Unit</u></b></p>	<ul style="list-style-type: none"> <li>• Ask and answer questions of a fiction text</li> <li>• Acknowledge differences in the points of view of characters by speaking in a different voice for each character</li> <li>• Use information gained from illustrations to demonstrate understanding of characters, setting, plot, etc.</li> <li>• Read and understand decodable text</li> <li>• Distinguish long and short vowel sounds when reading</li> <li>• Know spelling-sound correspondences for common vowel teams</li> <li>• Recognize and read grade appropriate irregularly spelled words</li> <li>• Plan, draft, and edit opinion pieces</li> <li>• Plan, draft, and edit informational pieces</li> <li>• With guidance and support from adults and peers, focus on a topic and strengthen writing by revising and editing</li> <li>• Use collective nouns</li> <li>• Form and use irregular plural nouns orally and in own writing</li> <li>• Use both regular and irregular past, present, and future tense verbs orally and in writing</li> <li>• Use adjectives appropriately orally and in writing</li> <li>• Capitalize holidays, product names,</li> </ul>	<p>CKLA Unit 4 Assessment</p>

- a. Read on-level text with purpose and understanding
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## W.2.2(I)

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

## W.2.5(I)

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

## SL.2.6(I)

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

## L.2.1(I)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., group).
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

## L.2.3(I)

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Compare formal and informal uses of English.

## L.2.4(I)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word

and geographic names

- Use sentence-level context as a clue to the meaning of a word or phrase

	<p>or phrase.</p> <ul style="list-style-type: none"> <li>•b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</li> <li>•c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</li> <li>•d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</li> <li>•e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul>				
Week 23	<p>RL.2.5(I) Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL.2.10(I) By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF.2.3(I) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>•b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>•c. Decode regularly spelled two-syllable words with long vowels.</li> <li>•d. Decode words with common prefixes and suffixes.</li> <li>•e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>•f. Recognize and read grade-appropriate irregularly spelled words.</li> </ul> <p>RF.2.4(I) Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>•a. Read on-level text with purpose and understanding</li> <li>•b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>•c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p>W.2.2(I) Write informative/explanatory texts in which they introduce a</p>			<p><b>CKLA Unit 4</b> Pausing Point, Assessment, and Review <b>Reading Literature</b> <u>Little House on the Prairie</u> Guided Reading and Daily 5 <b>Spelling: Words Their Way</b> <b>Writing: Lucy Calkin's Informational Writing Unit</b></p>	<ul style="list-style-type: none"> <li>• Ask and answer questions of a fiction text</li> <li>• Acknowledge differences in the points of view of characters by speaking in a different voice for each character</li> <li>• Use information gained from illustrations to demonstrate understanding of characters, setting, plot, etc.</li> <li>• Read and understand decodable text</li> <li>• Distinguish long and short vowel sounds when reading</li> <li>• Know spelling-sound correspondences for common vowel teams</li> <li>• Recognize and read grade appropriate irregularly spelled words</li> <li>• Plan, draft, and edit opinion pieces</li> <li>• Plan, draft, and edit informational pieces</li> <li>• With guidance and support from adults and peers, focus on a topic and strengthen writing by revising and editing</li> <li>• Use collective nouns</li> <li>• Form and use irregular plural nouns orally and in own writing</li> <li>• Use both regular and irregular past, present, and future tense verbs orally and in writing</li> <li>• Use adjectives appropriately orally and in writing</li> <li>• Capitalize holidays, product names, and geographic names</li> <li>• Use sentence-level context as a clue to the meaning of a word or phrase</li> </ul>

	<p>topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><b>W.2.5(l)</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>SL.2.6(l)</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)</p> <p><b>L.2.3(l)</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. •a. Compare formal and informal uses of English.</p> <p><b>L.2.4(l)</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. •a. Use sentence-level context as a clue to the meaning of a word or phrase. •b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). •c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). •d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). •e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>				
Week 24	<p><b>RL.2.6(l)</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p><b>RL.2.10(l)</b> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>RF.2.3(l)</b> Know and apply grade-level phonics and word analysis skills in decoding words. •a. Distinguish long and short vowels when reading regularly</p>		<p><b><u>CKLA Unit 5</u></b> Lesson 1  <ul style="list-style-type: none"> <li>• Introduction of Spelling Alternatives for /u/: 'o', 'ou', 'o_e';</li> <li>• Introduce Adjectives</li> </ul> Lesson 2  <ul style="list-style-type: none"> <li>• Spelling Alternative for /u/: 'o'</li> <li>• "The Beginning" story and comprehension</li> </ul> Lesson 3  <ul style="list-style-type: none"> <li>• Spelling Alternatives for /u/: 'o_e', 'ou';</li> <li>• Adjectives</li> <li>• "The Thief" story and comprehension</li> </ul> Lesson 4</p>	<ul style="list-style-type: none"> <li>• Ask and answer questions of a fiction text</li> <li>• Describe how characters respond to major events and challenges</li> <li>• Use information gained from illustrations to demonstrate understanding of characters, setting, plot, etc.</li> <li>• Read and understand decodable text with accuracy and fluency</li> <li>• Know and apply grade level phonics and word analysis skills in decoding words</li> <li>• Read and write words with inflectional endings and suffixes</li> <li>• Plan, draft, and edit informational pieces</li> <li>• With guidance and support from</li> </ul>	

- spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
  - c. Decode regularly spelled two-syllable words with long vowels.
  - d. Decode words with common prefixes and suffixes.
  - e. Identify words with inconsistent but common spelling-sound correspondences.
  - f. Recognize and read grade-appropriate irregularly spelled words.

## RF.2.4(I)

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## W.2.2(I)

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

## W.2.5(I)

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

## SL.2.6(I)

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

## L.2.1(I)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., group).
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little

- Adjectives
- "All's Well That Ends Well" close reading Lesson 5
- Review of Spelling Alternatives for /u/;
- Adjectives
- "The Hungry Troll" story and comprehension

**Reading Literature**

- Little House on the Prairie
- Guided Reading and Daily 5

**Spelling: Words Their Way****Writing: Lucy Calkin's Informational Writing Unit**

- adults and peers, focus on a topic and strengthen writing by revising and editing
- Use adjectives appropriately orally and in writing
  - Use sentence-level context as a clue to the meaning of a word or phrase

	<p>boy watched the movie; The action movie was watched by the little boy).</p> <p>L.2.2(I) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>•a. Capitalize holidays, product names, and geographic names.</li> <li>•b. Use commas in greetings and closings of letters.</li> <li>•c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>•d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).</li> <li>•e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul> <p>L.2.3(I) Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>•a. Compare formal and informal uses of English.</li> </ul> <p>L.2.4(I) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>•a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>•b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</li> <li>•c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</li> <li>•d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</li> <li>•e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul>					
Week 25	<p>RL.2.7(I) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.10(I) By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>			<p><b>CKLA Unit 5</b></p> <p>Lesson 6</p> <ul style="list-style-type: none"> <li>• Review of Spelling Alternatives for /u/;</li> <li>• Introduce Subject and Predicate</li> </ul> <p>Lesson 7</p> <ul style="list-style-type: none"> <li>• Introduction of Schwa //: 'a', 'e'</li> <li>• "The Hungry Troll" close reading</li> </ul> <p>Lesson 8</p> <ul style="list-style-type: none"> <li>• Spelling Alternatives for</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions of a fiction text</li> <li>• Describe how characters respond to major events and challenges</li> <li>• Use information gained from illustrations to demonstrate understanding of characters, setting, plot, etc.</li> <li>• Read and understand decodable text with accuracy and fluency</li> <li>• Know and apply grade level phonics and word analysis skills in decoding words</li> </ul>	



## RF.2.3(I)

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

## RF.2.4(I)

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## W.2.2(I)

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

## W.2.8(I)

Recall information from experiences or gather information from provided sources to answer a question.

## SL.2.6(I)

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

## L.2.1(I)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., group).
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- e. Use adjectives and adverbs, and choose between them

//

- "Fire" story and comprehension

## Lesson 9

- Spelling Alternatives for //: 'a', 'e';
- Compound Subject and Predicate
- "The Boat Trip" story and comprehension

## Lesson 10

- Review Parts of Speech
- Subject and Predicate

**Reading Literature**

- Little House on the Prairie
- Guided Reading and Daily 5

**Spelling: Words Their Way****Writing: Lucy Calkin's Informational Text Unit**

- Plan, draft, and edit informational pieces
- Use collective nouns
- Form and use irregular plural nouns orally and in own writing
- Use both regular and irregular past, present, and future tense verbs orally and in writing
- Use adjectives appropriately orally and in writing
- Use sentence-level context as a clue to the meaning of a word or phrase

	<p>depending on what is to be modified.</p> <ul style="list-style-type: none"> <li>•f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</li> </ul> <p>L.2.2(I) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>•a. Capitalize holidays, product names, and geographic names.</li> <li>•b. Use commas in greetings and closings of letters.</li> <li>•c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>•d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).</li> <li>•e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul> <p>L.2.3(I) Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>•a. Compare formal and informal uses of English.</li> </ul> <p>L.2.4(I) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>•a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>•b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</li> <li>•c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</li> <li>•d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</li> <li>•e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul>					
<p>Week 26</p>	<p>RL.2.1(I) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.10(I) By the end of the year, read and</p>			<p><b>CKLA Unit 5</b> Lesson 11</p> <ul style="list-style-type: none"> <li>• Spelling Alternatives for // + //: 'al', 'il', 'ul'.</li> <li>• "The King's Ghost" story and comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions of a fiction text</li> <li>• Describe how characters respond to major events and challenges</li> <li>• Use information gained from illustrations to demonstrate understanding of characters, setting, plot, etc.</li> </ul>	

comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## RF.2.3(I)

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

## RF.2.4(I)

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## W.2.2(I)

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

## SL.2.6(I)

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

## L.2.1(I)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., group).
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- e. Use adjectives and adverbs,

## Lesson 12

- Review Spelling Alternatives for // + /l/: 'al', 'il', 'ul'
- Grammar Review

## Lesson 13

- Spelling Alternatives for // + /l/: 'el', 'le'
- "The Letter" story

## Lesson 14

- Review Spelling Alternatives for // + /l/: 'el', 'le'
- "The Letter" close reading

## Lesson 15

- Spelling Alternatives for /sh/ + // + /n/: 'tion'
- "The Fearsome Beast" story

**Reading Literature**

- Little House on the Prairie
- Guided Reading and Daily 5

**Spelling: Words Their Way****Writing: Lucy Calkin's Informational Writing Unit**

plot, etc.

- Read and understand decodable text with accuracy and fluency
- Know and apply grade level phonics and word analysis skills in decoding words
- Read and write words with inflectional endings and suffixes
- Plan, draft, and edit informational pieces
- Use collective nouns
- Form and use irregular plural nouns orally and in own writing
- Use both regular and irregular past, present, and future tense verbs orally and in writing
- Use adjectives appropriately orally and in writing
- Use sentence-level context as a clue to the meaning of a word or phrase

and choose between them depending on what is to be modified.

•f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

#### L.2.2(I)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

#### L.2.4(I)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

#### L.2.5(I)

Demonstrate understanding of word relationships and nuances in word meanings.

- a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

<p>Week 27</p>	<p>RL.2.2(I) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.10(I) By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF.2.3(I) Know and apply grade-level phonics and word analysis skills in decoding words.          •a. Distinguish long and short vowels when reading regularly spelled one-syllable words.          •b. Know spelling-sound correspondences for additional common vowel teams.          •c. Decode regularly spelled two-syllable words with long vowels.          •d. Decode words with common prefixes and suffixes.          •e. Identify words with inconsistent but common spelling-sound correspondences.          •f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.2.4(I) Read with sufficient accuracy and fluency to support comprehension.          •a. Read on-level text with purpose and understanding          •b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.          •c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W.2.2(I) Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.5(I) With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.7(I) Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8(I) Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.2.6(I)</p>			<p><b><u>CKLA Unit 5</u></b>  <b>Lesson 16</b>          • Review Spelling Alternatives for /sh/ + // + /n/: 'tion'          • "The Fearsome Beast" close reading and sequencing  <b>Lesson 17</b>          • Introduce Changing Verb Tense          • Writing New Ending to a Story  <b>Lesson 18</b>          • Writing New Ending to a Story          • "The King's Birthday" story and comprehension  <b>Lesson 19</b>          • Changing Verb Tense          • Writing New Ending to a Story  <b>Lesson 20</b>          • Reading a Decodable Story          • "Betrayed" story and comprehension  <b><u>Reading Literature</u></b>          • Dr. Seuss Author Study          • Guided Reading and Daily 5  <b><u>Spelling: Words Their Way</u></b>  <b><u>Writing: Lucy Calkin's Informational Writing Unit</u></b></p>	<ul style="list-style-type: none"> <li>• Ask and answer questions of a fiction text</li> <li>• Describe how characters respond to major events and challenges</li> <li>• Use information gained from illustrations to demonstrate understanding of characters, setting, plot, etc.</li> <li>• Read and understand decodable text with accuracy and fluency</li> <li>• Know and apply grade level phonics and word analysis skills in decoding words</li> <li>• Read and write words with inflectional endings and suffixes</li> <li>• Plan, draft, and edit narrative pieces</li> <li>• Plan, draft, and edit informational pieces</li> <li>• With guidance and support from adults and peers, focus on a topic and strengthen writing by revising and editing</li> <li>• Use both regular and irregular past, present, and future tense verbs orally and in writing</li> <li>• Use sentence-level context as a clue to the meaning of a word or phrase</li> </ul>	
----------------	--	--	--	--	--	--

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

**L.2.1(I)**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., group).
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

**L.2.2(I)**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**L.2.5(I)**

Demonstrate understanding of word relationships and nuances in word meanings.

- a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

<p>Week 28</p>	<p><b>RL.2.3(I)</b> Describe how characters in a story respond to major events and challenges.</p> <p><b>RL.2.10(I)</b> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>RF.2.3(I)</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>•b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>•c. Decode regularly spelled two-syllable words with long vowels.</li> <li>•d. Decode words with common prefixes and suffixes.</li> <li>•e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>•f. Recognize and read grade-appropriate irregularly spelled words.</li> </ul> <p><b>RF.2.4(I)</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>•a. Read on-level text with purpose and understanding</li> <li>•b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>•c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p><b>W.2.2(I)</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><b>L.2.1(I)</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>•a. Use collective nouns (e.g., group).</li> <li>•b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</li> <li>•c. Use reflexive pronouns (e.g., myself, ourselves).</li> <li>•d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</li> <li>•e. Use adjectives and adverbs, and choose between them</li> </ul>			<p><b><u>CKLA Unit 5</u></b></p> <p><b>Lesson 21</b></p> <ul style="list-style-type: none"> <li>• Tricky Spelling ‘a’</li> <li>• "The Wizard" story and comprehension</li> </ul> <p><b>Lesson 22</b></p> <ul style="list-style-type: none"> <li>• Tricky Spelling ‘e’</li> <li>• ABC Order</li> <li>• "Breaking the Spell" story and comprehension</li> </ul> <p><b>Lesson 23</b></p> <ul style="list-style-type: none"> <li>• Tricky Spelling ‘o’</li> <li>• Verb Review</li> <li>• "Looking for the Enemy" close reading</li> </ul> <p><b>Lesson 24</b></p> <ul style="list-style-type: none"> <li>• Tricky Spelling ‘o_e’</li> <li>• Subject and Predicate</li> <li>• "Revenge" story and comprehension</li> </ul> <p><b>Lesson 25</b></p> <ul style="list-style-type: none"> <li>• Tricky Spelling ‘ou’</li> <li>• "Battle Plan" story and comprehension</li> </ul> <p><b><u>Reading Literature</u></b></p> <ul style="list-style-type: none"> <li>• <u>The Courage of Sarah Noble</u></li> <li>• Guided Reading and Daily 5</li> </ul> <p><b><u>Spelling: Words Their Way</u></b></p> <p><b><u>Writing: Lucy Calkin's Informational Writing Unit</u></b></p>	<ul style="list-style-type: none"> <li>• Ask and answer questions of a fiction text</li> <li>• Describe how characters respond to major events and challenges</li> <li>• Use information gained from illustrations to demonstrate understanding of characters, setting, plot, etc.</li> <li>• Read and understand decodable text with accuracy and fluency</li> <li>• Know and apply grade level phonics and word analysis skills in decoding words</li> <li>• Read and write words with inflectional endings and suffixes</li> <li>• Plan, draft, and edit narrative pieces</li> <li>• Plan, draft, and edit informational pieces</li> <li>• With guidance and support from adults and peers, focus on a topic and strengthen writing by revising and editing</li> <li>• Use collective nouns</li> <li>• Form and use irregular plural nouns orally and in own writing</li> <li>• Use both regular and irregular past, present, and future tense verbs orally and in writing</li> <li>• Use adjectives appropriately orally and in writing</li> <li>• Use sentence-level context as a clue to the meaning of a word or phrase</li> </ul>	
----------------	--	--	--	---	---	--

	<p>depending on what is to be modified.</p> <ul style="list-style-type: none"> <li>•f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</li> </ul> <p>L.2.2(I) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>•a. Capitalize holidays, product names, and geographic names.</li> <li>•b. Use commas in greetings and closings of letters.</li> <li>•c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>•d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).</li> <li>•e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul> <p>L.2.5(I) Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>•a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</li> <li>•b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</li> </ul>					
Week 29	<p>RL.2.10(A) By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.2.2(A) Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>L.2.1(A) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>•a. Use collective nouns (e.g., group).</li> <li>•b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</li> <li>•c. Use reflexive pronouns (e.g., myself, ourselves).</li> <li>•d. Form and use the past tense of frequently occurring irregular</li> </ul>			<p><b>CKLA Unit 5</b> Lesson 26</p> <ul style="list-style-type: none"> <li>• Reading Unit Assessment</li> <li>• Grammar Unit Assessment</li> <li>• Alphabetizing</li> </ul> <p>Lesson 27</p> <ul style="list-style-type: none"> <li>• Decoding Unit Assessment.</li> <li>• Alphabetizing Assessment</li> <li>• "The Final Battle" story sequencing</li> </ul> <p>Lessons 28–30</p> <ul style="list-style-type: none"> <li>• Individual Assessment</li> </ul> <p><b>Reading Literature</b></p> <ul style="list-style-type: none"> <li>• <u>The Courage of Sarah Noble</u></li> <li>• Guided Reading and Daily 5</li> </ul> <p><b>Spelling: Words Their Way</b> <b>Writing: Lucy Calkin's Informational Writing Unit</b></p>	<ul style="list-style-type: none"> <li>• Ask and answer questions of a fiction text</li> <li>• Describe how characters respond to major events and challenges</li> <li>• Use information gained from illustrations to demonstrate understanding of characters, setting, plot, etc.</li> <li>• Read and understand decodable text with accuracy and fluency</li> <li>• Know and apply grade level phonics and word analysis skills in decoding words</li> <li>• Read and write words with inflectional endings and suffixes</li> <li>• Plan, draft, and edit informational pieces</li> <li>• With guidance and support from adults and peers, focus on a topic and strengthen writing by revising and editing</li> <li>• Use collective nouns</li> <li>• Form and use irregular plural nouns orally and in own writing</li> <li>• Use both regular and irregular past, present, and future tense verbs</li> </ul>	CKLA Unit 5 Assessments Informational Writing Benchmark Assessment



	<p>verbs (e.g., sat, hid, told).</p> <ul style="list-style-type: none"> <li>•e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>•f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</li> </ul> <p>L.2.2(A) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>•a. Capitalize holidays, product names, and geographic names.</li> <li>•b. Use commas in greetings and closings of letters.</li> <li>•c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>•d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).</li> <li>•e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul> <p>SL.2.4(I) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>L.2.5(I) Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>•a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</li> <li>•b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</li> </ul>				<p>orally and in writing</p> <ul style="list-style-type: none"> <li>• Use adjectives appropriately orally and in writing</li> <li>• Use sentence-level context as a clue to the meaning of a word or phrase</li> </ul>	
Unit	Benchmarks	Essential Questions	Mission Alignment	Content	Skills	Assessments
Quarter 4						
Week 30	<p>RI.2.1(I) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.10(I) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF 2 3(I)</p>			<p><b>CKLA Unit 6</b></p> <p>Lesson 1</p> <ul style="list-style-type: none"> <li>• Spelling Alternative for /f/: 'ph'</li> <li>• Review: nouns, verbs, adjectives</li> </ul> <p>Lesson 2</p> <ul style="list-style-type: none"> <li>• Spelling Alternative for /f/: 'ph'</li> <li>• Introduce nonfiction</li> </ul> <p>Lesson 3</p> <ul style="list-style-type: none"> <li>• Introduce Reader and Timeline</li> <li>• Tricky Spelling 'ea'</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions of a nonfiction text</li> <li>• Describe how reasons or facts support specific points the author makes in a nonfiction text</li> <li>• Read and understand decodable text with accuracy and fluency</li> <li>• Know and apply grade level phonics and word analysis skills in decoding words</li> <li>• Use both regular and irregular past, present, and future tense verbs orally and in writing</li> <li>• Use adjectives appropriately orally</li> </ul>	

<p>RF.2.3(f) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>•b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>•c. Decode regularly spelled two-syllable words with long vowels.</li> <li>•d. Decode words with common prefixes and suffixes.</li> <li>•e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>•f. Recognize and read grade-appropriate irregularly spelled words.</li> </ul> <p>RF.2.4(l) Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>•a. Read on-level text with purpose and understanding</li> <li>•b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>•c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p>W.2.1(l) Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>L.2.1(l) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>•a. Use collective nouns (e.g., group).</li> <li>•b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</li> <li>•c. Use reflexive pronouns (e.g., myself, ourselves).</li> <li>•d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</li> <li>•e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>•f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</li> </ul>	
--	--

## Lesson 4

- Read-Aloud: "America in 1812, Part I"

## Lesson 5

- Tricky Words: Great Britain, Europe, native, Americans, signature, war
- Whole Group Reading "Trouble with the British"

**Reading Literature**

- The Courage of Sarah Noble
- Guided Reading and Daily 5

**Spelling: Words Their Way****Writing: Lucy Calkin's Opinion Writing Unit**

and in writing

- Use and expand complete simple and compound sentences orally and in writing
- Use glossaries and dictionaries to determine or clarify the meaning of words and phrases
- Use sentence-level context as a clue to the meaning of a word or phrase
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding
- Plan, draft, and edit opinion pieces

	<p>L.2.2(I) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>•a. Capitalize holidays, product names, and geographic names.</li> <li>•b. Use commas in greetings and closings of letters.</li> <li>•c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>•d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).</li> <li>•e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul> <p>L.2.6(I) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>					
Week 31	<p>RI.2.2(I) Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.10(I) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF.2.3(I) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>•b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>•c. Decode regularly spelled two-syllable words with long vowels.</li> <li>•d. Decode words with common prefixes and suffixes.</li> <li>•e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>•f. Recognize and read grade-appropriate irregularly spelled words.</li> </ul> <p>RF.2.4(I) Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>•a. Read on-level text with purpose and understanding</li> <li>•b. Read on-level text orally with accuracy, appropriate rate, and</li> </ul>			<p><b><u>CKLA Unit 6</u></b> Lesson 6</p> <ul style="list-style-type: none"> <li>• Spelling Alternatives for /er/</li> <li>• "Trouble with the British" story and comprehension</li> </ul> <p>Lesson 7</p> <ul style="list-style-type: none"> <li>• Read-Aloud: "America in 1812, Part II"</li> <li>• Introduce Adverbs</li> </ul> <p>Lesson 8</p> <ul style="list-style-type: none"> <li>• Spelling Alternatives for /er/: 'ar' and 'or'</li> <li>• "The War Hawks" whole group reading</li> <li>• Adverb Review</li> </ul> <p>Lesson 9</p> <ul style="list-style-type: none"> <li>• Adverbs</li> <li>• "The War Hawks" story and comprehension</li> </ul> <p>Lesson 10</p> <ul style="list-style-type: none"> <li>• Introduce Complete vs. Incomplete Sentences</li> </ul> <p><b><u>Reading Literature</u></b></p> <ul style="list-style-type: none"> <li>• <u>The Courage of Sarah Noble</u></li> <li>• Guided Reading and Daily 5</li> </ul> <p><b><u>Spelling: Words Their Way</u></b> <b><u>Writing: Lucy Calkin's Opinion Writing Unit</u></b></p>	<ul style="list-style-type: none"> <li>• Ask and answer questions of a nonfiction text</li> <li>• Identify the main topic of a multiparagraph nonfiction text as well as the focus of specific paragraphs within the text</li> <li>• Describe the connection between a series of historical events in nonfiction text</li> <li>• Identify and use text features to locate key facts and information</li> <li>• Describe how reasons or facts support specific points the author makes in a nonfiction text</li> <li>• Read and understand decodable text with accuracy and fluency</li> <li>• Know and apply grade level phonics and word analysis skills in decoding words</li> <li>• Use adverbs appropriately orally and in writing</li> <li>• Use and expand complete simple and compound sentences orally and in writing</li> <li>• Use glossaries and dictionaries to determine or clarify the meaning of words and phrases</li> <li>• Use sentence-level context as a clue to the meaning of a word or phrase</li> <li>• Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding</li> <li>• Plan, draft, and edit opinion pieces</li> </ul>	

expression on successive readings.

•c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.2.1(I)

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

L.2.1(I)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

•a. Use collective nouns (e.g., group).

•b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

•c. Use reflexive pronouns (e.g., myself, ourselves).

•d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

•e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

•f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.2(I)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

•a. Capitalize holidays, product names, and geographic names.

•b. Use commas in greetings and closings of letters.

•c. Use an apostrophe to form contractions and frequently occurring possessives.

•d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).

•e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.2.6(I)

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

<p>Week 32</p>	<p>RI.2.3(I) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.10(I) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF.2.3(I) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>•b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>•c. Decode regularly spelled two-syllable words with long vowels.</li> <li>•d. Decode words with common prefixes and suffixes.</li> <li>•e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>•f. Recognize and read grade-appropriate irregularly spelled words.</li> </ul> <p>RF.2.4(I) Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>•a. Read on-level text with purpose and understanding</li> <li>•b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>•c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p>W.2.1(I) Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>L.2.1(I) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>•a. Use collective nouns (e.g., group).</li> <li>•b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</li> </ul>			<p><b><u>CKLA Unit 6</u></b></p> <p>Lesson 11</p> <ul style="list-style-type: none"> <li>• Tricky Words: imagine, soldier, Washington</li> <li>• Spelling Alternatives for /k/: 'ch'</li> </ul> <p>Lesson 12</p> <ul style="list-style-type: none"> <li>• Close Reading: The War Starts and comprehension</li> <li>• Introduce Run-On Sentences</li> <li>• Review: adjectives and adverbs</li> </ul> <p>Lesson 13</p> <ul style="list-style-type: none"> <li>• Tricky Word: iron;</li> <li>• Tricky Spelling 'i'</li> <li>• Whole Group "A Famous Ship"</li> </ul> <p>Lesson 14</p> <ul style="list-style-type: none"> <li>• Close Reading: A Famous Ship ad comprehension</li> <li>• Tricky Spelling 'j'</li> </ul> <p>Lesson 15</p> <ul style="list-style-type: none"> <li>• Tricky Word: special</li> <li>• Run-On Sentences</li> <li>• "The Attack on Washington D.C" story and sequencing</li> </ul> <p><b><u>Reading Literature</u></b></p> <ul style="list-style-type: none"> <li>• <u>The Courage of Sarah Noble</u></li> <li>• Guided Reading and Daily 5</li> </ul> <p><b><u>Spelling: Words Their Way</u></b></p> <p><b><u>Writing: Lucy Calkin's Opinion Writing Unit</u></b></p>	<ul style="list-style-type: none"> <li>• Ask and answer questions of a nonfiction text</li> <li>• Identify the main topic of a multiparagraph nonfiction text as well as the focus of specific paragraphs within the text</li> <li>• Describe the connection between a series of historical events in nonfiction text</li> <li>• Identify and use text features to locate key facts and information</li> <li>• Describe how reasons or facts support specific points the author makes in a nonfiction text</li> <li>• Read and understand decodable text with accuracy and fluency</li> <li>• Know and apply grade level phonics and word analysis skills in decoding words</li> <li>• Use both regular and irregular past, present, and future tense verbs orally and in writing</li> <li>• Use adjectives appropriately orally and in writing</li> <li>• Use adverbs appropriately orally and in writing</li> <li>• Use and expand complete simple and compound sentences orally and in writing</li> <li>• Use glossaries and dictionaries to determine or clarify the meaning of words and phrases</li> <li>• Use sentence-level context as a clue to the meaning of a word or phrase</li> <li>• Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding</li> <li>• Plan, draft, and edit opinion pieces</li> </ul>	
----------------	---	--	--	---	---	--

	<ul style="list-style-type: none"> <li>•c. Use reflexive pronouns (e.g., myself, ourselves).</li> <li>•d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</li> <li>•e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>•f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</li> </ul> <p>L.2.2(I) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>•a. Capitalize holidays, product names, and geographic names.</li> <li>•b. Use commas in greetings and closings of letters.</li> <li>•c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>•d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).</li> <li>•e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul> <p>L.2.6(I) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>					
Week 33	<p>RI.2.4(I) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.10(I) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF.2.3(I) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>•b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>•c. Decode regularly spelled two-syllable words with long vowels.</li> <li>•d. Decode words with common</li> </ul>			<p><b>CKLA Unit 6</b></p> <p>Lesson 16</p> <ul style="list-style-type: none"> <li>• Close Reading: The Attack on Washington, D.C.</li> <li>• Tricky Spelling 'i'</li> </ul> <p>Lesson 17</p> <ul style="list-style-type: none"> <li>• Tricky Word: shoe</li> <li>• Building Sentences</li> <li>• "The Buring of Washinton D.C." whole group reading</li> </ul> <p>Lesson 18</p> <ul style="list-style-type: none"> <li>• Building Sentences</li> <li>• "The Burning of Washington D.C." comprehension</li> </ul> <p>Lesson 19</p> <ul style="list-style-type: none"> <li>• Tricky Word: Fort McHenry</li> <li>• Spelling Alternatives for //</li> <li>• "The Attack on Balitmore" whole group</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions of a nonfiction text</li> <li>• Identify the main topic of a multiparagraph nonfiction text as well as the focus of specific paragraphs within the text</li> <li>• Describe the connection between a series of historical events in nonfiction text</li> <li>• Identify and use text features to locate key facts and information</li> <li>• Describe how reasons or facts support specific points the author makes in a nonfiction text</li> <li>• Read and understand decodable text with accuracy and fluency</li> <li>• Know and apply grade level phonics and word analysis skills in decoding words</li> <li>• Use both regular and irregular past, present, and future tense verbs orally and in writing</li> <li>• Use adjectives appropriately orally and in writing</li> </ul>	

prefixes and suffixes.

- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

**RF.2.4(I)**

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**W.2.1(I)**

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

**L.2.1(I)**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., group).
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

**L.2.2(I)**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g.,

reading

Lesson 20

- "The Attack on Baltimore" comprehension

**Reading Literature**

- The Courage of Sarah Noble
- Guided Reading and Daily 5

**Spelling: Words Their Way**

**Writing: Lucy Calkin's Opinion Writing Unit**

- Use adverbs appropriately orally and in writing
- Use and expand complete simple and compound sentences orally and in writing
- Use glossaries and dictionaries to determine or clarify the meaning of words and phrases
- Use sentence-level context as a clue to the meaning of a word or phrase
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding
- Plan, draft, and edit informative pieces
- Plan, draft, and edit opinion pieces

	<p>cage ? badge; boy ? boil).</p> <ul style="list-style-type: none"> <li>•e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul> <p>L.2.6(I) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>				
Week 34	<p>RI.2.5(I) Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.10(I) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF.2.3(I) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>•b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>•c. Decode regularly spelled two-syllable words with long vowels.</li> <li>•d. Decode words with common prefixes and suffixes.</li> <li>•e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>•f. Recognize and read grade-appropriate irregularly spelled words.</li> </ul> <p>RF.2.4(I) Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>•a. Read on-level text with purpose and understanding</li> <li>•b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>•c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p>W.2.1(I) Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking</p>		<p><b><u>CKLA Unit 6</u></b> Lesson 21</p> <ul style="list-style-type: none"> <li>• Tricky Words: early, whose, broad, bomb</li> <li>• "Francis Scott Key and the National Anthem" whole group reading and comprehension</li> </ul> <p>Lesson 22</p> <ul style="list-style-type: none"> <li>• Close Reading: Francis Scott Key and the National Anthem</li> <li>• Topic Sentences and Paragraphs</li> </ul> <p>Lesson 23</p> <ul style="list-style-type: none"> <li>• Tricky Words: Andrew, new</li> <li>• "Andrew Jackson" whole group reading and comprehension</li> </ul> <p>Lesson 24</p> <ul style="list-style-type: none"> <li>• Close Reading: Andrew Jackson</li> <li>• Mixed Grammar Practice</li> </ul> <p>Lesson 25</p> <ul style="list-style-type: none"> <li>• Spelling Alternative for /o/: 'a'</li> <li>• "The End of the War" whole group reading and comprehension</li> </ul> <p><b><u>Reading Literature</u></b></p> <ul style="list-style-type: none"> <li>• <u>The Courage of Sarah Noble</u></li> <li>• Guided Reading and Daily 5</li> </ul> <p><b><u>Spelling: Words Their Way</u></b> <b><u>Writing: Lucy Calkin's Opinion Writing Unit</u></b></p>	<ul style="list-style-type: none"> <li>• Ask and answer questions of a nonfiction text</li> <li>• Identify the main topic of a multiparagraph nonfiction text as well as the focus of specific paragraphs within the text</li> <li>• Describe the connection between a series of historical events in nonfiction text</li> <li>• Identify and use text features to locate key facts and information</li> <li>• Describe how reasons or facts support specific points the author makes in a nonfiction text</li> <li>• Read and understand decodable text with accuracy and fluency</li> <li>• Know and apply grade level phonics and word analysis skills in decoding words</li> <li>• Use both regular and irregular past, present, and future tense verbs orally and in writing</li> <li>• Use adjectives appropriately orally and in writing</li> <li>• Use adverbs appropriately orally and in writing</li> <li>• Use and expand complete simple and compound sentences orally and in writing</li> <li>• Use glossaries and dictionaries to determine or clarify the meaning of words and phrases</li> <li>• Use sentence-level context as a clue to the meaning of a word or phrase</li> <li>• Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding</li> <li>• Plan, draft, and edit informative pieces</li> <li>• Plan, draft, and edit opinion pieces</li> </ul>	



	<p>words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>L.2.1(I) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>•a. Use collective nouns (e.g., group).</li> <li>•b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</li> <li>•c. Use reflexive pronouns (e.g., myself, ourselves).</li> <li>•d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</li> <li>•e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>•f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</li> </ul> <p>L.2.2(I) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>•a. Capitalize holidays, product names, and geographic names.</li> <li>•b. Use commas in greetings and closings of letters.</li> <li>•c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>•d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).</li> <li>•e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul> <p>L.2.6(I) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>					
Week 35	<p>RI.2.6(I) Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.10(I) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity</p>			<p><b>CKLA Unit 6</b> Lesson 26</p> <ul style="list-style-type: none"> <li>• Close Reading: The End of the War</li> <li>• Spelling Alternative for /o/: 'a'</li> </ul> <p>Lesson 27</p> <ul style="list-style-type: none"> <li>• Unit Assessment</li> </ul> <p>Lesson 28</p> <ul style="list-style-type: none"> <li>• Organizing a Paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions of a nonfiction text</li> <li>• Identify the main topic of a multiparagraph nonfiction text as well as the focus of specific paragraphs within the text</li> <li>• Describe the connection between a series of historical events in nonfiction text</li> <li>• Identify and use text features to</li> </ul>	CKLA Unit 6 Assessments

band proficiently, with scaffolding as needed at the high end of the range.

**RF.2.3(I)**

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

**RF.2.4(I)**

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**W.2.1(I)**

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

**L.2.1(I)**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., group).
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little

Lesson 29

- Report Writing

Lesson 30

- Topic and Irrelevant Sentences

**Reading Literature**

- The Courage of Sarah Noble
- Guided Reading and Daily 5

**Spelling: Words Their Way**

**Writing: Lucy Calkin's Opinion Writing Unit**

locate key facts and information

- Describe how reasons or facts support specific points the author makes in a nonfiction text
- Read and understand decodable text with accuracy and fluency
- Know and apply grade level phonics and word analysis skills in decoding words
- Use both regular and irregular past, present, and future tense verbs orally and in writing
- Use adjectives appropriately orally and in writing
- Use adverbs appropriately orally and in writing
- Use and expand complete simple and compound sentences orally and in writing
- Use glossaries and dictionaries to determine or clarify the meaning of words and phrases
- Use sentence-level context as a clue to the meaning of a word or phrase
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding
- Plan, draft, and edit informative pieces
- Plan, draft, and edit opinion pieces

	<p>boy watched the movie; The action movie was watched by the little boy).</p> <p>L.2.2(I) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>•a. Capitalize holidays, product names, and geographic names.</li> <li>•b. Use commas in greetings and closings of letters.</li> <li>•c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>•d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).</li> <li>•e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul> <p>L.2.6(I) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>					
<p>Week 36</p>	<p>RI.2.7(I) Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.8(I) Describe how reasons support specific points the author makes in a text.</p> <p>RI.2.10(I) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF.2.3(I) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>•b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>•c. Decode regularly spelled two-syllable words with long vowels.</li> <li>•d. Decode words with common prefixes and suffixes.</li> <li>•e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>•f. Recognize and read grade-appropriate irregularly spelled words.</li> </ul>			<p><b><u>CKLA Unit 6</u></b> Lesson 31 • Report Writing Lesson 32 • Report Writing Lesson 33 • End-of-Year Assessment • Report Writing Lesson 34 • End-of-Year Assessment • Report Writing Lesson 35 • End-of-Year Assessment • Report Writing <b><u>Reading Literature</u></b> • Guided Reading and Daily 5 <b><u>Spelling: Words Their Way</u></b> <b><u>Writing: Lucy Calkin's Opinion Writing Unit</u></b></p>	<ul style="list-style-type: none"> <li>• Ask and answer questions of a nonfiction text</li> <li>• Identify the main topic of a multiparagraph nonfiction text as well as the focus of specific paragraphs within the text</li> <li>• Describe the connection between a series of historical events in nonfiction text</li> <li>• Identify and use text features to locate key facts and information</li> <li>• Describe how reasons or facts support specific points the author makes in a nonfiction text</li> <li>• Read and understand decodable text with accuracy and fluency</li> <li>• Know and apply grade level phonics and word analysis skills in decoding words</li> <li>• Use both regular and irregular past, present, and future tense verbs orally and in writing</li> <li>• Use adjectives appropriately orally and in writing</li> <li>• Use adverbs appropriately orally and in writing</li> <li>• Use and expand complete simple and compound sentences orally and in writing</li> <li>• Use glossaries and dictionaries to determine or clarify the meaning of words and phrases</li> <li>• Use sentence-level context as a clue to the meaning of a word or phrase</li> <li>• Use phonics skills in conjunction with</li> </ul>	

## RF.2.4(I)

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## W.2.1(I)

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

## W.2.5(I)

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

## L.2.1(I)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., group).
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

## L.2.2(I)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).
- e. Consult reference materials,

context to confirm or self-correct word recognition and understanding

- Plan, draft, and edit informative pieces
- Plan, draft, and edit opinion pieces

	<p>including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.2.6(I) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>					
Week 37	<p>RI.2.10(A) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF.2.3(A) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>•b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>•c. Decode regularly spelled two-syllable words with long vowels.</li> <li>•d. Decode words with common prefixes and suffixes.</li> <li>•e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>•f. Recognize and read grade-appropriate irregularly spelled words.</li> </ul> <p>RF.2.4(A) Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>•a. Read on-level text with purpose and understanding</li> <li>•b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>•c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p>W.2.1(A) Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>L.2.1(A) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>			<p><b><u>CKLA Unit 6: End of Year Assessment and Report Writing</u></b> <b><u>Reading Literature: Guided Reading and Daily 5</u></b> <b><u>Spelling: Words Their Way</u></b> <b><u>Writing: Lucy Calkin's Opinion Writing Unit</u></b></p>	<ul style="list-style-type: none"> <li>• Ask and answer questions of a nonfiction text</li> <li>• Identify the main topic of a multiparagraph nonfiction text as well as the focus of specific paragraphs within the text</li> <li>• Describe the connection between a series of historical events in nonfiction text</li> <li>• Identify and use text features to locate key facts and information</li> <li>• Describe how reasons or facts support specific points the author makes in a nonfiction text</li> <li>• Read and understand decodable text with accuracy and fluency</li> <li>• Know and apply grade level phonics and word analysis skills in decoding words</li> <li>• Use both regular and irregular past, present, and future tense verbs orally and in writing</li> <li>• Use adjectives appropriately orally and in writing</li> <li>• Use adverbs appropriately orally and in writing</li> <li>• Use and expand complete simple and compound sentences orally and in writing</li> <li>• Use glossaries and dictionaries to determine or clarify the meaning of words and phrases</li> <li>• Use sentence-level context as a clue to the meaning of a word or phrase</li> <li>• Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding</li> <li>• Plan, draft, and edit informative pieces</li> <li>• Plan, draft, and edit opinion pieces</li> </ul>	CKLA End of Year Assessment Opinion Writing Benchmark Assessment

	<p>•a. Use collective nouns (e.g., group).</p> <p>•b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>•c. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>•d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>•e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>•f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>L.2.2(A) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>•a. Capitalize holidays, product names, and geographic names.</p> <p>•b. Use commas in greetings and closings of letters.</p> <p>•c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>•d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).</p> <p>•e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>					
<p>Week 38</p>	<p>RL.2.10(A) By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.2.10(A) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF.2.3(A) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>•a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>•b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>•c. Decode regularly spelled two-syllable words with long</p>			<p>End of Year Review and Assessment</p>	<ul style="list-style-type: none"> <li>• Ask and answer questions of a nonfiction text</li> <li>• Identify the main topic of a multiparagraph nonfiction text as well as the focus of specific paragraphs within the text</li> <li>• Describe the connection between a series of historical events in nonfiction text</li> <li>• Identify and use text features to locate key facts and information</li> <li>• Describe how reasons or facts support specific points the author makes in a nonfiction text</li> <li>• Read and understand decodable text with accuracy and fluency</li> <li>• Know and apply grade level phonics and word analysis skills in decoding words</li> <li>• Use both regular and irregular past, present, and future tense verbs orally and in writing</li> <li>• Use adjectives appropriately orally and in writing</li> <li>• Use adverbs appropriately orally and in writing</li> </ul>	

vowels.

- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

**RF.2.4(A)**

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- Use and expand complete simple and compound sentences orally and in writing
- Use glossaries and dictionaries to determine or clarify the meaning of words and phrases
- Use sentence-level context as a clue to the meaning of a word or phrase
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding
- Plan, draft, and edit informative pieces
- Plan, draft, and edit opinion pieces

**Course Resources:**

- G2\_D3\_Anth\_web.pdf
- G2\_D3\_FB\_web.pdf
- G2\_D3\_IC\_web.pdf
- G2\_D4\_SG\_Web.pdf
- G2\_D2\_Anth\_web.pdf
- G2\_D2\_FB\_web.pdf
- G2\_D2\_IC\_web.pdf
- G2\_D2\_SG\_web.pdf
- G2\_D1\_Anth\_web.pdf
- G2\_D1\_IC\_web.pdf
- G2\_D1\_FB\_web.pdf
- G2\_D1\_SG\_web.pdf
- G2\_D4\_Anth\_web.pdf
- G2\_D4\_FB\_web.pdf
- G2\_D4\_IC\_web.pdf
- G2\_Greek Myths\_D4\_SG\_Web.pdf
- CKLA\_G2\_D11\_SG\_web.pdf
- G2\_D11\_Anth\_web.pdf
- G2\_D11\_FB\_web.pdf
- G2\_D11\_IC\_web.pdf
- CKLA\_G2\_D9\_SG\_Web.pdf
- G2\_D9\_Anth\_Web.pdf
- G2\_D9\_Anth\_Web.pdf
- G2\_D9\_FB\_Web.pdf
- G2\_D5\_Anth\_web.pdf
- G2\_D5\_FB\_web.pdf
- G2\_D5\_IC\_web.pdf
- G2\_D5\_SG\_Web.pdf
- CKLA\_G2\_D7\_SG\_web.pdf
- G2\_D7\_Anth\_web.pdf
- G2\_D7\_FB\_web.pdf
- G2\_D7\_IC\_web.pdf
- Domain 12 Fighting for a Cause Listening Journal UPDATED.pdf
- Domain 11 Immigration Listening Journal.pdf
- Domain 9 Civil War Listening Journal.pdf
- Domain 7 Westward Expansion Listening Journal.pdf
- Domain 5 War of 1812 Listening Journal.pdf
- Domain 4 Greek Myths Listening Journal.pdf
- Domain 3 Ancient Greek Civilization Listening Journal.pdf
- Domain 2 Early Asian Civilizations Listening Journal.pdf
- Domain 1 Listening Journal UPDATED.pdf

Unit	Benchmarks	Essential Questions	Mission Alignment	Content	Skills	Assessments
Quarter 1						
Fairy Tales and Tall Tales		Can scholars identify the differences between fairy tales and tall tales?	We connect Core Values and discuss characters within the stories.	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7	Discuss vocabulary Comprehension Recalling information and retelling stories	Listening Journals Scholar Participation



**Curriculum Map - Second Grade - History 2**

<p>Early Asian Civilizations</p>	<p>RL.2.2(I) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.3(I) Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.5(I) Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL.2.7(I) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RI.2.1(I) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.4(I) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.7(I) Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.9(I) Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RI.2.10(I) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.2.7(I) Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8(I) Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.2.1(I) Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. •a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). •b. Build on others' talk in conversations by linking their comments to the remarks of others. •c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.2(I) Recount or describe key ideas or details from a text read aloud or information</p>	<p>What were the important components of an ancient civilization?</p>	<p>Scholars will learn about other cultures and what made them successful in order to build a culture of greatness in our civilization and appreciate our national heritage.</p>	<p>Lesson 1: The Indus River Valley, Part I Lesson 2: The Indus River Valley, Part II Lesson 3: Hinduism and Hinduism Lesson 4: The Tiger, the Brahman, and the Jackal Lesson 5: The Blind Men and the Elephant Lesson 6: Diwali Lesson 7: Buddhists and Buddhism Lesson 8: The Yellow and the Yangtze Rivers Lesson 9: Paper, Writing, and Calligraphy Lesson 10: The Magic Paintbrush Lesson 11: The Importance of Silk Lesson 12: China's Great Wall Lesson 13: Confucius Lesson 14: Chinese New Year</p>	<ul style="list-style-type: none"> <li>• Identify Asia as the largest continent with the most populous countries in the world</li> <li>• Locate Asia, India, and China on a map or Globe</li> <li>• Explain the importance of mountains in the development of Early Asian Civilizations</li> <li>• Explain the importance of the Indus and Ganges Rivers for the development of civilization in ancient times</li> <li>• Describe the key components of a civilization</li> <li>• Identify Hinduism and Buddhism as major religions originating in Asia</li> <li>• Describe the basic principles, names for followers, holy texts, holy places, and important figures of Hinduism and Buddhism</li> <li>• Identify Diwali as an important holiday in Hinduism</li> <li>• Demonstrate familiarity with the folktale "The Tiger, the Brahman, and the Jackl," "The Blind Men and the Elephant," and "The Magic Paintbrush"</li> <li>• Describe the characters, plot, and setting of "The Tiger, the Brahman, and the Jackl" and "The Blind Men and the Elephant" and "The Magic Paintbrush"</li> <li>• Identify trickster tales and folktales as types of fiction</li> <li>• Explain the importance of the Yellow and Yangtze Rivers for the development of civilizations in Ancient Times</li> <li>• Describe the contributions of Ancient China (e.g. paper, silk, writing, the Great Wall)</li> <li>• Describe silk making</li> <li>• Explain the significance of the Great Wall of China</li> <li>• Identify Confucius and describe his teachings</li> <li>• Describe the Chinese New Year</li> </ul>	<p>Listening Journals Scholar Participation</p>
----------------------------------	--	---	--	--	---	---

	<p>presented orally or through other media.</p> <p>SL.2.3(l) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.2.5(l) Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.2.6(l) Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)</p> <p>L.2.4(l) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.  <ul style="list-style-type: none"> <li>•a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>•b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</li> <li>•c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</li> <li>•d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</li> <li>•e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul> </p> <p>L.2.5(l) Demonstrate understanding of word relationships and nuances in word meanings.  <ul style="list-style-type: none"> <li>•a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</li> <li>•b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</li> </ul> </p> <p>L.2.6(l) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>					
<p>Ancient Greece</p>	<p>RL.2.2(l) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RI.2.1(l) Ask and answer such questions as who, what, where, when, why, and how to</p>			<p>Lesson 1: The Ancient Greeks Lesson 2: Mount Olympus, Part I Lesson 3: Mount Olympus, Part II Lesson 4: The</p>	<ul style="list-style-type: none"> <li>• Identify the area of ancient Greece on a map</li> <li>• Locate Crete, the Black Sea, the Aegean Sea, and the Mediterranean Sea on a map</li> <li>• Describe the terrain of ancient Greece and how it affected</li> </ul>	<p>Listening Journal Scholar Participation</p>

Curriculum Map - Second Grade - History 2

demonstrate understanding of key details in a text.

RI.2.4(I)  
Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.7(I)  
Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8(I)  
Describe how reasons support specific points the author makes in a text.

RI.2.9(I)  
Compare and contrast the most important points presented by two texts on the same topic.

W.2.7(I)  
Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8(I)  
Recall information from experiences or gather information from provided sources to answer a question.

SL.2.1(I)  
Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  
 •a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  
 •b. Build on others' talk in conversations by linking their comments to the remarks of others.  
 •c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2(I)  
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3(I)  
Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.4(I)  
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

L.2.4(I)  
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.  
 •a. Use sentence-level context as a clue to the meaning of a word or phrase.  
 •b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).  
 •c. Use a known root word as a clue to the

Olympic Games  
 Lesson 5: All for Sparta  
 Lesson 6: Athens and the Olive Tree  
 Lesson 7: Athens: The Birthplace of Democracy  
 Lesson 8: Marathon  
 Lesson 9: Thermopylae: The Persians Strike Again  
 Lesson 10: The Great Thinkers of Greece  
 Lesson 11: Alexander the Great, Part I  
 Lesson 12: Alexander the Great, Part II

- development
- Define the terms: civilization, city state
  - Explain that Ancient Greeks worshipped many gods and goddesses
  - Identify Mount Olympus as the place the ancient Greeks believed was the home of the gods
  - Identify ancient Greece as the site of the original Olympic Games
  - Describe the Olympic Games of Ancient Greece
  - Describe how the contributions of the ancient Greek civilization have influenced the present
  - Describe the city-states of Sparta and Athens and their way of life
  - Explain that Athens is named after the goddess Athens and how the Athenians worshipped her
  - Explain what the Parthenon was
  - Explain how Athenian boys and girls were educated
  - Explain that women did not have as many rights as men in Greek society
  - Compare/contrast life in Athens and Sparta
  - Explain the significance of the battles of Marathon and Thermopylae
  - Identify Socrates, Plato, and Aristotle as famous philosophers of ancient Greece
  - Describe the accomplishments of Alexander the Great

**Curriculum Map - Second Grade - History 2**

	<p>meaning of an unknown word with the same root (e.g., addition, additional).</p> <ul style="list-style-type: none"> <li>•d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</li> <li>•e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul> <p>L.2.5(I) Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>•a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</li> <li>•b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</li> </ul> <p>L.2.6(I) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>					
--	---	--	--	--	--	--

<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
-------------	-------------------	----------------------------	--------------------------	----------------	---------------	--------------------

Quarter 2

The War of 1812	<p>RL.2.4(I) Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RI.2.1(I) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2(I) Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3(I) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4(I) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.9(I) Compare and contrast the most important points presented by two texts on the same topic.</p> <p>SL.2.1(I) Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>•a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under</li> </ul>			<p>Lesson 1: America in 1812, Part I Lesson 2: America in 1812, Part II Lesson 3: Mr. and Mrs. Madison Lesson 4: Another War Already? Lesson 5: The Attack on Washington, D.C. Lesson 6: Broad Stripes and Bright Stars Lesson 7: The Battle After the War Lesson 8: Peace and Pirates</p>	<ul style="list-style-type: none"> <li>• Explain that America fought Great Britain for independence</li> <li>• Explain that the Founding Fathers wrote the Constitution</li> <li>• Explain that Thomas Jefferson purchased the Louisiana Territory from the French</li> <li>• Explain that Great Britain became involved in a series of wars against France</li> <li>• Explain that due to a shortage of sailors, Britain began to impress, or capture, American sailors</li> <li>• Explain that some members of the U.S. government began to call for war</li> <li>• Identify that the British controlled land in the northern Great Lakes region, the northwestern territories, and Canada</li> <li>• Explain that James Madison was the president during the War of 1812</li> <li>• Identify James Madison, a founding father, as the main author of the Constitution</li> <li>• Identify Dolly Payne Todd as Jame's Madison's wife</li> <li>• Identify James Madison as the 4th president of the United States</li> </ul>	<p>Listening Journal Scholar Participation</p>
-----------------	--	--	--	--	---	--

<p>discussion).</p> <ul style="list-style-type: none"> <li>•b. Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>•c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul> <p>SL.2.2(l) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3(l) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.2.4(l) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.6(l) Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)</p> <p>L.2.3(l) Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>•a. Compare formal and informal uses of English.</li> </ul> <p>L.2.4(l) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>•a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>•b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</li> <li>•c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</li> <li>•d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</li> <li>•e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul> <p>L.2.5(l) Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>•a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</li> <li>•b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</li> </ul> <p>L.2.6(l)</p>			<ul style="list-style-type: none"> <li>• Explain that in 1812 the United States had a small army and small navy</li> <li>• Explain that President Madison persuaded farmers to become soldiers</li> <li>• Explain that the USS Constitution became known as "Old Ironsides" because British cannonballs could not damage it</li> <li>• Explain how the President's House was a house especially built for the president and his family; today it is called the White House</li> <li>• Explain that in 1814 the British attacked the capital, Washington D.C.</li> <li>• Explain that Dolley Madison had to escape from the President's House and saved important papers, letters, and a portrait of George Washington</li> <li>• Explain that the British Army set fire to the President's House</li> <li>• Describe how the British attacked the city of Baltimore and Fort McHenry</li> <li>• Explain that the U.S. commander of Fort McHenry asked for a large flag to be made to fly over Fort McHenry</li> <li>• Explain that the British failed to capture Baltimore and Fort McHenry</li> <li>• Explain how Francis Scott Key watched the Battle of Fort McHenry and wrote a poem that later became the national anthem</li> <li>• Demonstrate familiarity with the song, "The Star Spangled Banner"</li> <li>• Explain that General Andrew Jackson's army was made of militiamen, soldiers, farmers, Native Americans, African Americans, and pirates</li> <li>• Explain that the Battle of New Orleans actually took place two weeks after the War of 1812 was over</li> <li>• Describe how the War of 1812 was considered a second war for independence</li> </ul>
--	--	--	--

	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>					
<p>Holidays Around the World</p>	<p>RL.2.1(I) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.2(I) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RI.2.1(I) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2(I) Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.4(I) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.9(I) Compare and contrast the most important points presented by two texts on the same topic.</p> <p>W.2.2(I) Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.3(I) Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>SL.2.1(I) Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. •a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). •b. Build on others' talk in conversations by linking their comments to the remarks of others. •c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.2(I) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3(I) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional</p>			<p>Lesson 1: Family Holiday Traditions Lesson 2: Holland Lesson 3: Hannukkah and Israel Lesson 4: Sweden Lesson 5: Mexico and Las Posadas Lesson 6: Germany Lesson 7: England Lesson 8: Africa Lesson 9: India Lesson 10: United States</p>	<ul style="list-style-type: none"> <li>• Locate studied countries on a map or globe</li> <li>• Describe and write about holiday family traditions</li> <li>• Describe holiday traditions in different countries around the world</li> <li>• Explain the origins of Hannakuh</li> <li>• Describe Kwanza</li> <li>• Compare and contrast Christmas, Hannakuh, and Kwanza</li> <li>• Compare and contrast holiday traditions with traditions in other countries</li> </ul>	<p>Scholar Participation</p>

**Curriculum Map - Second Grade - History 2**

Unit	Benchmarks	Essential Questions	Mission Alignment	Content	Skills	Assessments
Quarter 3						
Westward Expansion	<p>RL.2.4(I) Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RI.2.1(I) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2(I) Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3(I) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4(I) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.7(I) Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.9(I) Compare and contrast the most important points presented by two texts on the same topic.</p> <p>W.2.7(I) Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8(I) Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.2.4(I) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.5(I) Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.2.6(I) Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)</p> <p>L.2.3(I) Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>			<p>Lesson 1: Going West Lesson 2: Mr. Fulton's Journey Lesson 3: The Journal of a Twelve-Year-Old on the Erie Canal Lesson 4: The Story of Sequoyah Lesson 5: The Trail of Tears Lesson 6: Westward on the Oregon Trail Lesson 7: The Pony Express Lesson 8: Working on the Transcontinental Railroad Lesson 9: The Buffalo Hunters</p>	<ul style="list-style-type: none"> <li>• Describe a pioneer's journey westward</li> <li>• Describe family life on the frontier</li> <li>• Explain the significance of the steamboat and Robert Fulton</li> <li>• Describe the importance of canals</li> <li>• Identify steamboats, canals, and trains as new means of travel that increased the movement of people west</li> <li>• Identify the Erie Canal as the most famous canal built during the canal era</li> <li>• Demonstrate familiarity with the son "Erie Canal"</li> <li>• Explain the significance of Sequoyah's invention of the Cherokee writing system</li> <li>• Explain that the U.S. government forced Native Americans from their land</li> <li>• Identify the Trail of Tears as a forced march of the Cherokees</li> <li>• Identify the Oregon trail as a difficult trail traveled by wagon trains</li> <li>• Identify the Pony Express as a mail delivery service</li> <li>• Identify the transcontinental railroad as a link between the East and the West</li> <li>• Identify the "iron horse" as the nickname given to the first trains in America</li> <li>• Explain the advantages of rail travel</li> <li>• Demonstrate familiarity with the song "I've Been Working on the Railroad"</li> <li>• Explain that westward expansion meant displacement of Native Americans</li> <li>• Explain that the development of the railroad ushered in a new era of mass exodus of the Native Americans from their land</li> <li>• Describe the effect of diminishing buffalo on the life of Plains Native Americans</li> </ul>	<p>Listening Journals Scholar Participation</p>

**Curriculum Map - Second Grade - History 2**

	<p>•a. Compare formal and informal uses of English.</p> <p>L.2.4(l) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>•a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>•b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>•c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>•d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>•e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>L.2.5(l) Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>•a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>•b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>L.2.6(l) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>					
<p>The Civil War</p>	<p>RL.2.7(l) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RI.2.1(l) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2(l) Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3(l) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4(l) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.7(l) Explain how specific images (e.g., a diagram showing how a machine works)</p>			<p>Lesson 1: Harriet Tubman, Part I Lesson 2: Harriet Tubman, Part II Lesson 3: The Controversy Over Slavery Lesson 4: Abraham Lincoln Lesson 5: The Division of the United States Lesson 6: The War Begins Lesson 7: Robert E. Lee Lesson 8: Clara Barton Lesson 9: The Emancipation Proclamation Lesson 10: Ulysses S. Grant Lesson 11: The End</p>	<ul style="list-style-type: none"> <li>• Demonstrate familiarity with slavery and the controversy over slavery in the United States</li> <li>• Identify the contributions that enslaved African Americans made to the success of plantations in the South</li> <li>• Describe the life and contributions of Harriet Tubman</li> <li>• Identify the Underground Railroad as a system of escape for enslaved Africans in the United States</li> <li>• Demonstrate familiarity with the poem "Harriet Tubman" and the song "Follow the Drinking Gourd"</li> <li>• Differentiate between the North and the South</li> <li>• Describe the adult life and contributions of Abraham Lincoln</li> <li>• Differentiate between the</li> </ul>	<p>Listening Journals Scholar Participation</p>



**Curriculum Map - Second Grade - History 2**

	<p>contribute to and clarify a text.</p> <p><b>RI.2.9(l)</b> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>SL.2.1(l)</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>•a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>•b. Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>•c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul> <p><b>SL.2.2(l)</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.3(l)</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>SL.2.4(l)</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL.2.6(l)</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)</p> <p><b>L.2.5(l)</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>•a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</li> <li>•b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</li> </ul> <p><b>L.2.6(l)</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>			<p>of the War</p>	<p>Union and the Confederacy and the states associated with each</p> <ul style="list-style-type: none"> <li>• Describe why the Southern states seceded from the United States</li> <li>• Identify the U.S. Civil War, or the war between the states, as a war waged because of the differences between the North and the South</li> <li>• Identify the people of the North as "Yankees" and the people of the South as "Rebels"</li> <li>• Explain Abraham Lincoln's role in keeping the Union together during the Civil War</li> <li>• Identify Robert E. Lee and Ulysses S. Grant as commanders of the Confederate and Union armies</li> <li>• Identify Clara Barton as the angel of the battlefield and the founder of the American Red Cross</li> <li>• Describe the work of the American Red Cross</li> <li>• Explain the significance of the Emancipation Proclamation</li> <li>• Explain that the North's victory reunited the North and the South as one country and ended slavery</li> </ul>	
--	--	--	--	-------------------	---	--

Unit	Benchmarks	Essential Questions	Mission Alignment	Content	Skills	Assessments
Quarter 4						

<p>Immigration</p>	<p>RL.2.1(I) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.7(I) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RI.2.1(I) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.3(I) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4(I) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.7(I) Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.8(I) Describe how reasons support specific points the author makes in a text.</p> <p>RI.2.9(I) Compare and contrast the most important points presented by two texts on the same topic.</p> <p>W.2.8(I) Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.2.1(I) Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. •a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). •b. Build on others' talk in conversations by linking their comments to the remarks of others. •c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.2(I) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3(I) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.2.4(I) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>			<p>Lesson 1: E Pluribus Unum Lesson 2: A Little Giant Comes to America Lesson 3: Life in the City Lesson 4: From Ireland to New York City Lesson 5: Gold Mountain Lesson 6: A Land of Opportunity Lesson 7: A Mosaic of Immigrants Lesson 8: Becoming a Citizen Lesson 9: We the People Lesson 10: Immigration and Citizenship</p>	<ul style="list-style-type: none"> <li>• Explain the terms: immigrant</li> <li>• Describe reasons immigrants leave their home countries to make a new home in the United States (e.g. push and pull factors)</li> <li>• Explain why the United States was and is called the "land of opportunity"</li> <li>• Identify the meaning of e pluribus unum</li> <li>• Explain the significance of Ellis Island and the Statue of Liberty</li> <li>• Describe how immigration has brought millions of newcomers to the United States</li> <li>• Describe why large populations of immigrants settled in major cities such as New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, and San Francisco</li> <li>• Describe why some immigrants settled in the Midwest</li> <li>• Describe how their ancestors may have been immigrants who helped make America the country that it is today</li> <li>• Demonstrate familiarity with the song "This Land is Your Land"</li> <li>• Explain what it means to be a citizen of a country</li> <li>• Identify ways that a person becomes an American citizen</li> <li>• Identify that the government of the United States is based on the Constitution, the highest law of the land</li> <li>• Explain that the United States is founded on the principle of consent of the governed</li> <li>• Explain the basic functions of government</li> <li>• Identify the Bill of Rights</li> <li>• Describe the rights and responsibilities of an American Citizen</li> </ul>	<p>Listening Journal Scholar Participation</p>
--------------------	---	--	--	--	--	--

SL.2.6(l)

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

L.2.5(l)

Demonstrate understanding of word relationships and nuances in word meanings.

- a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

L.2.6(l)

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

**Course Resources:**

CKLA\_G2\_D6\_SG\_web.pdf  
 G2\_D6\_Anth\_web.pdf  
 G2\_D6\_FB\_web.pdf  
 G2\_D6\_IC\_web.pdf  
 G2\_D8\_Anth\_web.pdf  
 G2\_D8\_FB\_web.pdf  
 G2\_D8\_IC\_web.pdf  
 G2\_D8\_SG\_Web.pdf  
 CKLA\_G2\_D10\_SG\_Web.pdf  
 G2\_D10\_Anth\_web.pdf  
 G2\_D10\_FB\_web.pdf  
 G2\_D10\_IC\_web.pdf  
 Domain 10 Listening Journal Updated.pdf  
 Domain 8 Insects Listening Journal UPDATED.pdf  
 Domain 6 Cycles in Nature Listening Journal.pdf

Unit	Benchmarks	Essential Questions	Mission Alignment	Content	Skills	Assessments
Quarter 1						
The Human Body	<p>RI.2.1(l) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.3(l) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4(l) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.7(l) Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>SL.2.1(l) Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.            •a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).            •b. Build on others' talk in conversations by linking their comments to the remarks of others.            •c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.2(l) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3(l) Ask and answer questions about what a speaker says in order to clarify</p>	<p>Do scholars understand the importance of nutrition and how the body processes nutrients? Can scholars identify the key functions of each organ system?</p>	<p>Scholars will learn the importance of personal responsibility and accountability when taking care of their body and organ systems to promote health which facilitates scholar empowered learning.</p>	<p>Lesson 1: The Amazing Human Body            Lesson 2: Anton van Leeuwenhoek            Lesson 3: Cells and Tissues            Lesson 4: Organs            Lesson 5: The Digestive System</p>	<ul style="list-style-type: none"> <li>Identify the 5 senses and associated body parts</li> <li>Identify the skeletal, muscular, circulatory, nervous, digestive, and excretory systems as important systems in the human body</li> <li>Describe the significance and contributions of Anton van Leeuwenhoek</li> <li>Explain that all living things are made of microscopic cells</li> <li>Describe the relationship among cells, tissues, organs, and systems</li> <li>Identify important components of the digestive system and their functions</li> <li>Describe the process of nourishing the body from the time food is taken into the mouth until waste is removed from the body</li> </ul>	<p>Listening Journal Scholar Participation</p>

**Curriculum Map - Second Grade - Science 2**

	<p>comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>L.2.5(l) Demonstrate understanding of word relationships and nuances in word meanings. •a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). •b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>L.2.6(l) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>					
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
<b>Quarter 2</b>						
The Human Body	<p>RI.2.1(l) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.3(l) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4(l) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.7(l) Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>SL.2.1(l) Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. •a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). •b. Build on others' talk in conversations by linking their comments to the remarks of others. •c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.2(l) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3(l) Ask and answer questions about what</p>	<p>Do scholars understand the importance of nutrition and how the body processes nutrients? Can scholars identify the key functions of each organ system?</p>	<p>Scholars will learn the importance of personal responsibility and accountability when taking care of their body and organ systems to promote health which facilitates scholar empowered learning.</p>	<p>continued from quarter 1 Lesson 6: The Excretory System Lesson 7: Nutrients Lesson 8: A Well-Balanced Diet Lesson 9: A Healthy Human Body</p>	<ul style="list-style-type: none"> <li>• Identify important components of the excretory system and their functions</li> <li>• Describe how the digestive and excretory systems work together</li> <li>• Explain the importance of vitamins and minerals to the body</li> <li>• Explain the importance of eating a balanced diet</li> <li>• Classify foods as healthy or unhealthy</li> <li>• Plan a daily balanced diet</li> </ul>	<p>Listening Journals Scholar Participation</p>

**Curriculum Map - Second Grade - Science 2**

	<p>a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>L.2.5(I) Demonstrate understanding of word relationships and nuances in word meanings. •a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). •b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>L.2.6(I) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>					
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
<b>Quarter 3</b>						
Cycles in Nature	<p>RI.2.1(I) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2(I) Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3(I) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4(I) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.7(I) Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.9(I) Compare and contrast the most important points presented by two texts on the same topic.</p> <p>SL.2.1(I) Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. •a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). •b. Build on others' talk in conversations by linking their comments to the remarks of others.</p>			<p>Lesson 1: The Cycle of Daytime and Nighttime Lesson 2: The Reasons for Seasons Lesson 3: Four Seasons in One Year Lesson 4: The Life Cycle of a Plant Lesson 5: The Life Cycle of a Tree Lesson 6: Which Came First, the Chicken or the Egg? Lesson 7: The Life Cycle of a Frog Lesson 8: The Life Cycle of a Butterfly. Lesson 9: The Water Cycle</p>	<ul style="list-style-type: none"> <li>• Explain that a cycle is a sequence of events that repeats itself again and again</li> <li>• Recognize that the rotation of the Earth causes daytime and nighttime</li> <li>• Explain that it takes twenty four hours for the Earth to rotate once on its axis</li> <li>• Recognize that living things have a life cycle</li> <li>• Demonstrate familiarity with the poem "Bed in Summer" and "Bee! I'm Expecting You!"</li> <li>• Recognize that Earth orbits the sun and explain that it takes one year for Earth to orbit the sun</li> <li>• Describe the seasonal cycle</li> <li>• Explain effects of the seasonal changes on plants and animals</li> <li>• Define the term life cycle</li> <li>• Identify the stages of the life cycle of a flowering plant</li> <li>• Identify the stages of the life cycle of a tree</li> <li>• Identify the stages of the life cycle of a chicken</li> <li>• Identify the stages of the life cycle of a frog</li> <li>• Identify the stages of the life cycle of a butterfly</li> <li>• Define the term water cycle</li> <li>• Explain that there is a</li> </ul>	<p>Listening Journal Scholar Participation</p>

**Curriculum Map - Second Grade - Science 2**

	<p>•c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.2(l) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3(l) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.2.4(l) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.6(l) Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)</p> <p>L.2.5(l) Demonstrate understanding of word relationships and nuances in word meanings. •a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). •b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>L.2.6(l) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>				<p>limited amount of water on Earth</p> <ul style="list-style-type: none"> <li>• Describe evaporation and condensation</li> <li>• Identify forms and importance of precipitation</li> <li>• Describe the formation and types of clouds</li> </ul>	
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
<b>Quarter 4</b>						
Insects and Oviparous Animals	<p>RI.2.1(l) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.4(l) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.8(l) Describe how reasons support specific points the author makes in a text.</p> <p>RI.2.9(l) Compare and contrast the most important points presented by two texts on the same topic.</p> <p>W.2.7(l) Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a</p>			<p>Lesson 1: Insects Everywhere! Lesson 2: What Makes an Insect an Insect? Lesson 3: Life Cycles of Insects Lesson 4: Social Insects: Bees and Wasps Lesson 5: Social Insects: Ants and Termites Lesson 6: Insects that Glow and Sing Lesson 7: Armored Tanks of</p>	<ul style="list-style-type: none"> <li>• Explain that insects are the largest group of animals on Earth</li> <li>• Explain that there are many different types of insects</li> <li>• Explain that most insects live solitary lives, but some, such as honeybees, paper wasps, ants, and termites, are social</li> <li>• Explain that insects live in virtually every habitat on Earth, with the exception of the oceans</li> <li>• Classify and identify particular insects as small, six-legged animals with</li> </ul>	<p>Listening Journal Scholar Participation Animal Report</p>

report; record science observations).

W.2.8(l)  
Recall information from experiences or gather information from provided sources to answer a question.

SL.2.1(l)  
Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  
•a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  
•b. Build on others' talk in conversations by linking their comments to the remarks of others.  
•c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2(l)  
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3(l)  
Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.4(l)  
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5(l)  
Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6(l)  
Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

L.2.5(l)  
Demonstrate understanding of word relationships and nuances in word meanings.  
•a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).  
•b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

L.2.6(l)  
Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are

the insect world  
Lesson 8: Friend  
or Foe?

- three main body parts
- Identify and describe the three main body parts of insects: head, thorax, and abdomen
  - Identify the placement and purpose of an insect's body parts
  - Describe an insect's exoskeleton
  - Explain why spiders are not insects
  - Describe insect life cycles and the processes of complete and incomplete metamorphosis
  - Describe how some insects look like miniature versions of adults when they are born from eggs
  - Explain why some insects molt
  - Describe how some insects go through four distinct stages of development, including egg, larva, pupa, and adult
  - Distinguish between social and solitary insects
  - Describe how all members of a social insect colony come from one queen
  - Describe the role of honeybee workers, drones, and queens
  - Describe how honeybees communicate with one another
  - Describe the social behavior of ants
  - Compare and contrast grasshoppers and crickets
  - Identify ways insects can be helpful and harmful to people
  - Describe oviparous animals
  - Conduct research on an animal



happy that makes me happy).

**Curriculum Map - Third Grade - Art 3**

<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
<b>Quarter 1</b>						
August/September <i>(updated 1/19/18)</i>	VA.3.1.1(A) Elaborate on an imaginative idea. VA.3.1.2(A) Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process. VA.3.2.1(A) Create personally satisfying artwork using a variety of artistic processes and materials. VA.3.2.2(A) Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes. VA.3.3.1(A) Elaborate visual information by adding details in an artwork to enhance emerging meaning. VA.3.7.2(A) Determine messages communicated by an image. VA.3.8.1(A) Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood. VA.3.9.1(A) Evaluate an artwork based on given criteria.	How are the Elements of Art used to create beautiful works of art? How can temporary art express the Elements of Art? How can Abstract Art express an idea or an emotion? How can blending be used to create 3D forms that create depth in a spacescape?	Fostering Creativity and the Entrepreneurial Spirit Appreciation of our National Heritage	Visual Arts Science Math	Creating temporary art focused on the different elements and principles of art. Using the elements of art found in the American flag to create abstract art. Using shape, line, color, overlapping, balance, pattern, rhythm, unity and symmetry to create interesting abstract designs. Blending with oil pastels to create 3D forms and perspective.	Project based.
October	VA.3.1.1(A) Elaborate on an imaginative idea. VA.3.1.2(A) Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process. VA.3.2.1(A) Create personally satisfying artwork using a variety of artistic processes and materials. VA.3.2.2(A) Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes. VA.3.3.1(A) Elaborate visual information by adding details in an artwork to enhance emerging meaning. VA.3.7.1(A) Speculate about processes an artist uses to create a work of art. VA.3.7.2(A) Determine messages communicated by an image. VA.3.8.1(A) Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood. VA.3.9.1(A) Evaluate an artwork based on	How can the use of light and shadow create different emotions and feelings in a work of art?	Fostering Creativity and the Entrepreneurial Spirit	Visual Arts Math	Painting silhouettes Blending with watercolor paints Creating artwork with symmetry and balance Recognizing and creating different types of symmetry	Project based

**Curriculum Map - Third Grade - Art 3**

given criteria.						
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
<b>Quarter 2</b>						
November/December	VA.3.1.1(A) Elaborate on an imaginative idea. VA.3.1.2(A) Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process. VA.3.2.1(A) Create personally satisfying artwork using a variety of artistic processes and materials. VA.3.2.2(A) Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes. VA.3.3.1(A) Elaborate visual information by adding details in an artwork to enhance emerging meaning. VA.3.6.1(A) Identify and explain how and where different cultures record and illustrate stories and history of life through art. VA.3.7.1(A) Speculate about processes an artist uses to create a work of art. VA.3.7.2(A) Determine messages communicated by an image. VA.3.8.1(A) Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood. VA.3.11.1(A) Recognize that responses to art change depending on knowledge of the time and place in which it was made.	How were Byzantine mosaics created and displayed in Ancient Rome? What was life like for the Ancient Romans? How are 3D shapes and drawing techniques used to create an illusion of depth and an interesting and realistic work of art?	Emphasis on Mentors and Classics Fostering Creativity and the Entrepreneurial Spirit	Visual Arts History Math	Recognize Ancient Roman mosaics and understand how they were made and how they were used Create a mosaic using colorful tesserae Understand the use of the Horizon Line and the Vanishing Point Draw 3D shapes successfully using the horizon line and the vanishing point	Project based
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
<b>Quarter 3</b>						
January/February <i>(updated 1/19/18)</i>	VA.3.1.1(A) Elaborate on an imaginative idea. VA.3.1.2(A) Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process. VA.3.2.1(A) Create personally satisfying artwork using a variety of artistic processes and materials. VA.3.2.2(A) Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes. VA.3.3.1(A) Elaborate visual information by	How has Viking/Norse and Roman/Greek mythology influenced our modern superheroes, vocabulary and life? How has Native American culture influenced our modern traditions?	Fostering Creativity and the Entrepreneurial Spirit High Standards of Academic Excellence Emphasis on Mentors and Classics	Visual Arts History/Social Studies	Creating an idea for an original superhero based on influences from Greek/Roman and Norse/Viking mythology Creating a drawing and a 3D rendering with modeling clay of the original superhero Using and mixing tempera paint safely and correctly Creating a watercolor wash with blending to create a sunset Creating multi media Kachina dolls	Project based

**Curriculum Map - Third Grade - Art 3**

	<p>adding details in an artwork to enhance emerging meaning.</p> <p>VA.3.6.1(A) Identify and explain how and where different cultures record and illustrate stories and history of life through art.</p> <p>VA.3.7.2(A) Determine messages communicated by an image.</p> <p>VA.3.11.1(A) Recognize that responses to art change depending on knowledge of the time and place in which it was made.</p>					
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
<b>Quarter 4</b>						
<p>March/April</p> <p><i>(updated 1/26/18)</i></p>	<p>VA.3.1.2(A) Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.</p> <p>VA.3.2.1(A) Create personally satisfying artwork using a variety of artistic processes and materials.</p> <p>VA.3.2.2(A) Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.</p> <p>VA.3.3.1(A) Elaborate visual information by adding details in an artwork to enhance emerging meaning.</p> <p>VA.3.7.1(A) Speculate about processes an artist uses to create a work of art.</p> <p>VA.3.7.2(A) Determine messages communicated by an image.</p> <p>VA.3.8.1(A) Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.</p> <p>VA.3.10.1(A) Develop a work of art based on observations of surroundings.</p>	<p>How can you create fiber arts? How can one use nature as inspiration to create art?</p>	<p>Fostering Creativity and the Entrepreneurial Spirit High Standards of Academic Excellence</p>	<p>Visual Arts</p>	<p>Intro to weaving Drawing close up and zooming into something to look at it closely Drawing from life and nature Painting with watercolor painting techniques</p>	<p>Project based</p>
<p>May/June</p> <p><i>(updated 1/26/18)</i></p>	<p>VA.3.1.2(A) Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.</p> <p>VA.3.2.1(A) Create personally satisfying artwork using a variety of artistic processes and materials.</p> <p>VA.3.2.2(A) Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.</p>	<p>How can you use your knowledge of the color wheel to create art?</p>	<p>Fostering Creativity and the Entrepreneurial Spirit High Standards of Academic Excellence</p>	<p>Visual Arts</p>	<p>writing with block letters knowing order of the colors on the color wheel knowing what complementary colors are and which sets of colors are complementary</p>	<p>Project based</p>

Curriculum Map - Third Grade - ELA 3

Course Resources:

CKLA Third Grade Download

Unit	Benchmarks	Essential Questions	Mission Alignment	Content	Skills	Assessments
Quarter 1						
Classic Tales	<p><b>RL.3.1(A)</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RL.3.2(A)</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p><b>RL.3.3(A)</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p><b>RL.3.10(A)</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p><b>RF.3.3(A)</b> Know and apply grade-level phonics and word analysis skills in decoding words.                      •a. Identify and know the meaning of the most common prefixes and derivational suffixes.                      •b. Decode words with common Latin suffixes.                      •c. Decode multisyllable words.                      •d. Read grade-appropriate irregularly spelled words.</p> <p><b>RF.3.4(A)</b> Read with sufficient accuracy and fluency to support comprehension.                      •a. Read on-level text with purpose and understanding.                      •b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings                      •c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>L.3.1(A)</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                      •a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.                      •b. Form and use regular and irregular plural nouns.                      •c. Use abstract nouns (e.g., childhood).                      •d. Form and use regular and irregular verbs.                      •e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.                      •f. Ensure subject-verb and pronoun-antecedent agreement.                      •g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.                      •h. Use coordinating and subordinating conjunctions.                      •i. Produce simple, compound, and complex sentences.</p> <p><b>RL.3.5(l)</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p><b>RL.3.6(l)</b> Distinguish their own point of view from that of the narrator or those of the characters.</p> <p><b>RL.3.7(l)</b> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p><b>RL.3.9(l)</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p><b>SL.3.1(l)</b></p>	<p>What is friendship/loyalty, hospitality, responsibility, and irresponsibility? From which character's perspective are we experiencing the story?</p>	<p>Self Governance, Personal Responsibility, and Accountability</p>	<p>4 weeks                      Aladdin and the Magic Lamp                      Alice in Wonderland                      Open Road-The Wind in the Willows  <b>Poems:</b> By Myself, The Crocodile, Etelephony, The Bee, Land of Nod</p>	<ul style="list-style-type: none"> <li>Identify character's perspective</li> <li>Identify common themes- friendship/loyalty, hospitality, responsibility, and irresponsibility</li> <li>Demonstrate understanding of literary terms</li> <li>Summarizing</li> <li>Clarifying</li> <li>Questioning</li> <li>Identifying Plot Elements such as characters, setting, and theme</li> <li>Making Connections</li> <li>Predicting</li> </ul>	<p>BOY Assessments-Fluency, Reading Comprehension, Writing, Words Their Way Spelling CKLA Unit assessment</p>

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

**SL.3.2(I)**

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.3.3(I)**

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**SL.3.4(I)**

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**SL.3.6(I)**

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)

**L.3.4(I)**

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

**L.3.5(I)**

Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

**L.3.6(I)**

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

**Curriculum Map - Third Grade - ELA 3**

<p>Classification of Animals</p>	<p><b>RI.3.1(A)</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI.3.1(A)</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI.3.2(A)</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.4(A)</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>RI.3.7(A)</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>RI.3.9(A)</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>RI.3.10(A)</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p><b>RF.3.3(A)</b> Know and apply grade-level phonics and word analysis skills in decoding words. -a. Identify and know the meaning of the most common prefixes and derivational suffixes. -b. Decode words with common Latin suffixes. -c. Decode multisyllable words. -d. Read grade-appropriate irregularly spelled words.</p> <p><b>RF.3.4(A)</b> Read with sufficient accuracy and fluency to support comprehension. -a. Read on-level text with purpose and understanding. -b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings -c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>SL.3.1(A)</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. -a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. -b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways; listening to others with care, speaking one at a time about the topics and texts under discussion). -c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. -d. Explain their own ideas and understanding in light of the discussion.</p> <p><b>SL.3.4(A)</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><b>SL.3.6(A)</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p> <p><b>L.3.6(A)</b> Acquire and use accurately grade-appropriate</p>	<p>What characteristics make an animal a vertebrate?</p>	<p>High standards of academic excellence and scholar empowered learning</p>	<p>4 Weeks</p> <ul style="list-style-type: none"> <li>• Classifying Living Things Warm and Cold-Blooded</li> <li>• Vertebrates and Invertebrates Fish</li> <li>• Amphibians</li> <li>• Reptiles Birds</li> <li>• Mammals</li> <li>• Scientists Who Classify Animals</li> <li>• Jane Goodall</li> </ul>	<p>(See Q 1. Writing/Spelling/Grammar section) (See Science Section)</p>	<p>CK Unit Assessment Crossword Puzzle Jigsaw Strategy Presentation</p>
----------------------------------	---	--	---	--	--	---

	<p>conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p><b>RI.3.3(l)</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>RI.3.5(l)</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>SL.3.3(l)</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>					
<p>Because of Winn Dixie</p>	<p><b>RL.3.1(A)</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RL.3.3(A)</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p><b>RL.3.4(A)</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p><b>RL.3.5(A)</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p><b>RL.3.6(A)</b> Distinguish their own point of view from that of the narrator or those of the characters.</p> <p><b>RL.3.9(A)</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p><b>RL.3.10(A)</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p><b>RF.3.3(A)</b> Know and apply grade-level phonics and word analysis skills in decoding words.          -a. Identify and know the meaning of the most common prefixes and derivational suffixes.          -b. Decode words with common Latin suffixes.          -c. Decode multisyllable words.          -d. Read grade-appropriate irregularly spelled words.</p> <p><b>RF.3.4(A)</b> Read with sufficient accuracy and fluency to support comprehension.          -a. Read on-level text with purpose and understanding.          -b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings          -c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>SL.3.1(A)</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.          -a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.          -b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>			<p>6 Weeks                  Because of Winn-Dixie by Kate DiCamillo                  Keep Book/Novel Study</p>	<p>Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>• connections,</li> <li>• questions,</li> <li>• inferences,</li> <li>• visualizing,</li> <li>• summarizing,</li> <li>• synthesizing,</li> <li>• determining importance</li> <li>• understanding of characters (their traits, how &amp; why they change)</li> <li>• using evidence from the text to support ideas</li> </ul> <p>Summarize/Discuss plot                  Unfamiliar book                  language/character names                  Draw upon students' experiences</p>	<p>Because of Winn Dixie summary                  Because of Winn Dixie Party(as presented in book)</p>





	<p>of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>-c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>-d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p><b>L.3.5(A)</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>-a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>-b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>-c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p><b>L.3.6(A)</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>					
<p>Writing/Spelling/Grammar</p>	<p><b>W.3.2(A)</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>-a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>-b. Develop the topic with facts, definitions, and details.</p> <p>-c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>-d. Provide a concluding statement or section.</p> <p><b>W.3.4(A)</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>W.3.5(A)</b> With guidance and support from peers and adults develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29.)</p> <p><b>W.3.6(A)</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p><b>W.3.7(A)</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>W.3.10(A)</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>L.3.1(A)</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>-a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>-b. Form and use regular and irregular plural nouns.</p> <p>-c. Use abstract nouns (e.g., childhood).</p> <p>-d. Form and use regular and irregular verbs.</p> <p>-e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>-f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>-g. Form and use comparative and superlative adjectives and</p>	<p>Grammar-Week 1 : <u><b>Enemy Pie</b></u> How do you distinguish between singular, plural, and irregular possessive nouns? Week 2: <u><b>Enemy Pie</b></u> How should we treat each other? How do you identify and write adjectives? Week 3: <u><b>Saturdays and Teacakes</b></u> relates to Abundance Mentality because the Grandma in the story makes time and teacakes for her grandson to show that she cares about him. Week 4 <u><b>The Man Who Walked Between the Towers</b></u> What should we be discussing the events surrounding the Twin Towers and Sept 11?</p>	<p><u><b>Enemy Pie</b></u> relates to Building a Culture of Greatness by realizing that using kindness to those who need it most builds friendship and community with those who need it. <u><b>Saturdays and Teacakes</b></u> relates to Abundance Mentality because the Grandma in the story makes time and teacakes for her grandson to show that she cares about him. <u><b>The Man Who Walked Between the Towers</b></u> relates to Appreciation of our National Heritage because it discusses the events of Sept 11. It also relates to Creativity and Entrepreneurial Spirit because he was the first to conquer and achieve great challenges.</p>	<p>Lucy Calkins-Unit 1-Narrative Lucy Calkins-Unit 4-Narrative-Writing a Fairytale, Folktale or Tall Tale Spelling-Words Their Way Grammar-CKLA &amp; Ideas by Jivey Mentor Sentences <a href="https://www.teacherspayteachers.com/Product/BIGGEST-BEST-Mentor-Sentence-Bundle-Volume-1-for-Grades-3-5-1-Entire-Year-1232831">https://www.teacherspayteachers.com/Product/BIGGEST-BEST-Mentor-Sentence-Bundle-Volume-1-for-Grades-3-5-1-Entire-Year-1232831</a></p>	<ul style="list-style-type: none"> <li>• Statements and questions</li> <li>• Paragraph writing</li> <li>• Summary writing</li> <li>• Answer unit-specific writing prompts</li> <li>• What is a complete sentence?</li> <li>• What is the theme?</li> <li>• What is the main idea?</li> <li>• Restating question</li> <li>• Answering in complete sentences</li> <li>• Cursive/ Phonogram Review</li> <li>• Nouns (Common/ Proper) (Singular/ Plural)</li> <li>• Capitalization</li> <li>• Vivid Verbs</li> <li>• 4 types of sentences</li> <li>• Subject/ Predicate</li> <li>• Descriptive adjectives</li> <li>• Possessives</li> <li>• Subjects, Predicates</li> <li>• Sentences vs Fragments</li> <li>• Prefixes re and un</li> <li>• Changing y to i</li> </ul> <p>Week 1-Possessive Nouns, Subject, and Predicate, Parts of Speech, imitating and revising mentor sentences Week 2-Adjectives, Types of Sentences, imitating and revising mentor sentences Week 3-Common and Proper Nouns, Subject and Predicate, Commas in a list, types of sentences, imitating and revising mentor sentences Week 4-Vivid Verbs, Compound Sentences, and Conjunctions, Synonyms</p>	<p>Narrative Writing Assessment WTW Spelling Tests &amp; Dictation Sentences Grammar-Mentor Sentences</p>

Curriculum Map - Third Grade - ELA 3

adverbs, and choose between them depending on what is to be modified.

- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.

**L.3.2(A)**  
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize appropriate words in titles.
- b. Use commas in addresses.
- c. Use commas and quotation marks in dialogue.
- d. Form and use possessives.
- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**L.3.3(A)**  
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases for effect.
- b. Recognize and observe differences between the conventions of spoken and written standard English.

**L.3.4(A)**  
Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

**L.3.5(A)**  
Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

**L.3.6(A)**  
Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Unit	Benchmarks	Essential Questions	Mission Alignment	Content	Skills	Assessments
<b>Quarter 2</b>						
Classification of Animals (continued)				2 Weeks (Continued from Quarter 1) Poetry: Father William, First Thanksgiving of All, Jimmy Jet and his TV Set, A Tragic Story	(Continuation from Quarter 1)	Biome Project and Presentation
Human Body	<p><b>RI.3.1(A)</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI.3.2(A)</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.3(A)</b> Describe the relationship between a series of historical events, scientific</p>			<p>3 Weeks</p> <ul style="list-style-type: none"> <li>• The Human Body: The Skeletal System</li> <li>• All About Bones</li> <li>• The Muscular System Joints and Muscles</li> <li>• The Nervous System</li> <li>• The Spinal Cord and Brain</li> <li>• Eyes and Vision</li> <li>• Vision and Vision Problems</li> <li>• Ears and Hearing</li> <li>• Overcoming Disabilities</li> </ul>	(See Writing/Grammar/Spelling section) (See Science section)	CKLA Unit Assessment

Curriculum Map - Third Grade - ELA 3

	<p>ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>RI.3.4(A)</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>RI.3.7(A)</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>RI.3.9(A)</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>RF.3.3(A)</b> Know and apply grade-level phonics and word analysis skills in decoding words.          •a. Identify and know the meaning of the most common prefixes and derivational suffixes.          •b. Decode words with common Latin suffixes.          •c. Decode multisyllable words.          •d. Read grade-appropriate irregularly spelled words.</p> <p><b>RF.3.4(A)</b> Read with sufficient accuracy and fluency to support comprehension.          •a. Read on-level text with purpose and understanding.          •b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings          •c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>SL.3.1(A)</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.          •a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.          •b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).          •c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.          •d. Explain their own ideas and understanding in light of the discussion.</p> <p><b>SL.3.3(A)</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><b>SL.3.4(A)</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><b>SL.3.6(A)</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>				
Ancient Rome	<p><b>RL.3.1(A)</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RL.3.2(A)</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p><b>RL.3.3(A)</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the</p>		<p>5 Weeks</p> <ul style="list-style-type: none"> <li>• Ancient Rome: Rome, Then and Now</li> <li>• The Legend of Romulus and Remus</li> <li>• Gods and Goddesses</li> <li>• Cupid and Psyche</li> <li>• The Sword of Damocles,</li> <li>• The Roman Republic,</li> <li>• Hannibal Crosses the Alps</li> <li>• Julius Caesar</li> <li>• After Caesar</li> <li>• Androcles and the Lion</li> </ul>	<p>(See Writing/Grammar/Spelling section) (See History section)</p>	<p>CKLA Unit Assessment</p>

sequence of events.
<b>RI.3.7(A)</b> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
<b>RI.3.1(A)</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>RI.3.2(A)</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.
<b>RI.3.3(A)</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
<b>RI.3.4(A)</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
<b>RI.3.7(A)</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
<b>RI.3.8(A)</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
<b>RI.3.9(A)</b> Compare and contrast the most important points and key details presented in two texts on the same topic.
<b>RF.3.3(A)</b> Know and apply grade-level phonics and word analysis skills in decoding words. •a. Identify and know the meaning of the most common prefixes and derivational suffixes. •b. Decode words with common Latin suffixes. •c. Decode multisyllable words. •d. Read grade-appropriate irregularly spelled words.
<b>RF.3.4(A)</b> Read with sufficient accuracy and fluency to support comprehension. •a. Read on-level text with purpose and understanding. •b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings •c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>SL.3.1(A)</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. •a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. •b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). •c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. •d. Explain their own ideas and understanding in light of the discussion.
<b>SL.3.3(A)</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
<b>SL.3.4(A)</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.

Curriculum Map - Third Grade - ELA 3

	<p>speaking clearly at an understandable pace.</p> <p><b>SL.3.6(A)</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>				
<p>Writing/Spelling/Grammar <i>(updated 1/19/18)</i></p>	<p><b>W.3.1(A)</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.                      •a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.                      •b. Provide reasons that support the opinion.                      •c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.                      •d. Provide a concluding statement or section.</p> <p><b>W.3.3(A)</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.                      •a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.                      •b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.                      •c. Use temporal words and phrases to signal event order.                      •d. Provide a sense of closure.</p> <p><b>W.3.4(A)</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>W.3.5(A)</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29.)</p> <p><b>W.3.6(A)</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p><b>W.3.8(A)</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>W.3.10(A)</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>L.3.1(A)</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                      •a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.                      •b. Form and use regular and irregular plural nouns.                      •c. Use abstract nouns (e.g., childhood).                      •d. Form and use regular and irregular verbs.                      •e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.                      •f. Ensure subject-verb and pronoun-antecedent agreement.                      •g. Form and use comparative and superlative adjectives and adverbs; and choose between them depending on what is to be modified.                      •h. Use coordinating and subordinating conjunctions.                      •i. Produce simple, compound, and complex sentences.</p> <p><b>L.3.2(A)</b> Demonstrate command of the conventions of standard English capitalization,</p>		<p>Lucy Calkin Unit 2 Informational Writing/How-To writing                      Myths and Legends                      Spelling-Words Their Way                      Grammar-CKLA &amp; Ideas by Jivey Mentor Sentences  <a href="https://www.teacherspayteachers.com/Product/BIGGEST-BEST-Mentor-Sentence-Bundle-Volume-1-for-Grades-3-5-1-Entire-Year-1232831">https://www.teacherspayteachers.com/Product/BIGGEST-BEST-Mentor-Sentence-Bundle-Volume-1-for-Grades-3-5-1-Entire-Year-1232831</a>                      Personal Narrative</p>	<ul style="list-style-type: none"> <li>• Compare and Contrast</li> <li>• Paragraph writing</li> <li>• Summaries</li> <li>• Indentation</li> <li>• Dialogue</li> <li>• Capitalization</li> <li>• Editing and Proofreading</li> <li>• Taking Notes/Research</li> <li>• Figurative Language</li> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Pronouns</li> <li>• Verbs</li> </ul>	<p>Expert Topic Journal                      WTW Spelling Tests &amp; Dictation Sentences                      Grammar-Mentor Sentences                      Writing Prompt                      assessment</p>

Curriculum Map - Third Grade - ELA 3

	<p>punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>*a. Capitalize appropriate words in titles.</li> <li>*b. Use commas in addresses.</li> <li>*c. Use commas and quotation marks in dialogue.</li> <li>*d. Form and use possessives.</li> <li>*e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</li> <li>*f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>*g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul> <p><b>L.3.3(A)</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>*a. Choose words and phrases for effect.</li> <li>*b. Recognize and observe differences between the conventions of spoken and written standard English.</li> </ul> <p><b>L.3.4(A)</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>*a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>*b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</li> <li>*c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> <li>*d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul> <p><b>L.3.5(A)</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>*a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</li> <li>*b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> <li>*c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</li> </ul> <p><b>L.3.6(A)</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>					
Unit	Benchmarks	Essential Questions	Mission Alignment	Content	Skills	Assessments
Quarter 3						
Light and Sound	<p><b>RL.3.1(A)</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RL.3.9(A)</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p><b>RI.3.1(A)</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI.3.3(A)</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>RI.3.4(A)</b> Determine the meaning of</p>			<p>4 weeks</p> <ul style="list-style-type: none"> <li>• What is Light,</li> <li>• How are Shadows Made?,</li> <li>• Mirrors and Reflections</li> <li>• Refraction and Lenses,</li> <li>• Color and Light,</li> <li>• What is Sound?</li> <li>• Characteristics of Sound</li> <li>• The Human Voice</li> <li>• Light and Photography</li> <li>• Alexander Graham Bell,</li> <li>• Thomas Edison</li> </ul> <p>Poetry: Trees, Knoxville, Tennessee, A Feather in his Cap, I Wandered Lonely as a Cloud</p>	<p>(See Writing/Grammar/Spelling section)</p> <p>(See Science section)</p>	CKLA Unit Assessment

	<p>general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>RI.3.7(A)</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>RI.3.9(A)</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>RF.3.3(A)</b> Know and apply grade-level phonics and word analysis skills in decoding words.          •a. Identify and know the meaning of the most common prefixes and derivational suffixes.          •b. Decode words with common Latin suffixes.          •c. Decode multisyllable words.          •d. Read grade-appropriate irregularly spelled words.</p> <p><b>RF.3.4(A)</b> Read with sufficient accuracy and fluency to support comprehension.          •a. Read on-level text with purpose and understanding.          •b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings          •c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>SL.3.1(A)</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.          •a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.          •b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).          •c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.          •d. Explain their own ideas and understanding in light of the discussion.</p> <p><b>SL.3.3(A)</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><b>SL.3.4(A)</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><b>SL.3.6(A)</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>					
<p>Astronomy</p>	<p><b>RI.3.1(A)</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI.3.2(A)</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.3(A)</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>RI.3.4(A)</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>			<p>5 weeks  <b>Astronomy:</b> The Sun, the Earth, and the Solar System</p> <ul style="list-style-type: none"> <li>• The Moon</li> <li>• The Planets Closest to the Sun</li> <li>• The Outer Planets</li> <li>• Asteroids, Comets, and Meteors</li> <li>• Galaxies and Stars,</li> <li>• Constellations</li> <li>• Exploring Space</li> <li>• A Walk on the Moon</li> <li>• What it's like in Space</li> <li>• The Space Shuttle</li> <li>• The Int'l Space Station</li> <li>• Dr. Mae Jemison</li> <li>• Nicolaus Copernicus</li> <li>• The Big Bang</li> </ul>	<p>(See Writing/Grammar/Spelling section)          (See Science Section)</p>	<p>CKLA Unit Assessment Planet Brochure</p>



	<p><b>RI.3.6(A)</b> Distinguish their own point of view from that of the author of a text.</p> <p><b>RI.3.7(A)</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>RI.3.8(A)</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p><b>RI.3.9(A)</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>RF.3.3(A)</b> Know and apply grade-level phonics and word analysis skills in decoding words.          •a. Identify and know the meaning of the most common prefixes and derivational suffixes.          •b. Decode words with common Latin suffixes.          •c. Decode multisyllable words.          •d. Read grade-appropriate irregularly spelled words.</p> <p><b>RF.3.4(A)</b> Read with sufficient accuracy and fluency to support comprehension.          •a. Read on-level text with purpose and understanding.          •b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings          •c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>SL.3.1(A)</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.          •a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.          •b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).          •c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.          •d. Explain their own ideas and understanding in light of the discussion.</p> <p><b>SL.3.2(A)</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.3.3(A)</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><b>SL.3.4(A)</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><b>SL.3.6(A)</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>					
<p>Writing/Spelling/Grammar <i>(updated 1/19/18)</i></p>	<p><b>W.3.2(A)</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.          •a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.          •b. Develop the topic with facts, definitions, and details.</p>			<p>Informational Writing-(continued)-Winter Olympics 2018 Google Slides          Friendly Letter-write to sick children-write to an author          Persuasive/Opinion Writing          Spelling-Words Their Way</p>	<ul style="list-style-type: none"> <li>• Using dialogue</li> <li>• Setting and Plot</li> <li>• Use of Quotations</li> <li>• Letter to an Author</li> <li>• Subject/Verb Agreement</li> <li>• Prepositions</li> <li>• Apostrophes/possessive nouns and contractions</li> <li>• Quotations</li> </ul>	<p>Opinion Writing Assessment          WTW Spelling Tests &amp; Dictation Sentences          Grammar-Mentor Sentences</p>

- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.
- W.3.4(A)**  
With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- W.3.5(A)**  
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29.)
- W.3.6(A)**  
With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- W.3.7(A)**  
Conduct short research projects that build knowledge about a topic.
- W.3.8(A)**  
Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- W.3.10(A)**  
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- L.3.1(A)**  
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - \*a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
  - \*b. Form and use regular and irregular plural nouns.
  - \*c. Use abstract nouns (e.g., childhood).
  - \*d. Form and use regular and irregular verbs.
  - \*e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
  - \*f. Ensure subject-verb and pronoun-antecedent agreement.
  - \*g. Form and use comparative and superlative adjectives and adverbs; and choose between them depending on what is to be modified.
  - \*h. Use coordinating and subordinating conjunctions.
  - \*i. Produce simple, compound, and complex sentences.
- L.3.2(A)**  
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - \*a. Capitalize appropriate words in titles.
  - \*b. Use commas in addresses.
  - \*c. Use commas and quotation marks in dialogue.
  - \*d. Form and use possessives.
  - \*e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
  - \*f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
  - \*g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.3.3(A)**  
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - \*a. Choose words and phrases for effect.
  - \*b. Recognize and observe differences between the conventions of spoken and written standard English.
- L.3.4(A)**  
Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3

	<p>reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>•a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>•b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</li> <li>•c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> <li>•d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul> <p><b>L.3.5(A)</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>•a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</li> <li>•b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> <li>•c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</li> </ul> <p><b>L.3.6(A)</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>				
<p>Mr. Popper's Penguins</p>	<p><b>RL.3.1(A)</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RL.3.3(A)</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p><b>RL.3.4(A)</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p><b>RL.3.5(A)</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p><b>RL.3.6(A)</b> Distinguish their own point of view from that of the narrator or those of the characters.</p> <p><b>RL.3.9(A)</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p><b>RL.3.10(A)</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p><b>RF.3.3(A)</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•a. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>•b. Decode words with common Latin suffixes.</li> <li>•c. Decode multisyllable words.</li> <li>•d. Read grade-appropriate irregularly spelled words.</li> </ul> <p><b>RF.3.4(A)</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>•a. Read on-level text with purpose and understanding.</li> <li>•b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</li> <li>•c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p><b>SL.3.1(A)</b></p>		<p>6 Weeks Mr. Popper's Penguins by Richard and Florence Atwater Keep Book/Novel Study</p>	<p>Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>• connections,</li> <li>• questions,</li> <li>• inferences,</li> <li>• visualizing,</li> <li>• summarizing,</li> <li>• synthesizing,</li> <li>• determining importance</li> <li>• understanding of characters (their traits, how &amp; why they change)</li> <li>• using evidence from the text to support ideas</li> </ul> <p>Summarize/Discuss plot Unfamiliar book language/character names Draw upon students' experience</p>	<p>Antarctica Expedition Journal</p>

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
<ul style="list-style-type: none"> <li>•a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>•b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>•c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>•d. Explain their own ideas and understanding in light of the discussion.</li> </ul>
<b>SL.3.2(A)</b>
Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>SL.3.3(A)</b>
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
<b>SL.3.5(A)</b>
Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
<b>SL.3.6(A)</b>
Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)
<b>L.3.1(A)</b>
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<ul style="list-style-type: none"> <li>•a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>•b. Form and use regular and irregular plural nouns.</li> <li>•c. Use abstract nouns (e.g., childhood).</li> <li>•d. Form and use regular and irregular verbs.</li> <li>•e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</li> <li>•f. Ensure subject-verb and pronoun-antecedent agreement.</li> <li>•g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>•h. Use coordinating and subordinating conjunctions.</li> <li>•i. Produce simple, compound, and complex sentences.</li> </ul>
<b>L.3.3(A)</b>
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<ul style="list-style-type: none"> <li>•a. Choose words and phrases for effect.</li> <li>•b. Recognize and observe differences between the conventions of spoken and written standard English.</li> </ul>
<b>L.3.4(A)</b>
Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
<ul style="list-style-type: none"> <li>•a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>•b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</li> <li>•c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> <li>•d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the</li> </ul>

**Curriculum Map - Third Grade - ELA 3**

Unit	Benchmarks	Essential Questions	Mission Alignment	Content	Skills	Assessments
Quarter 4						
Colonial America	<p><b>L.3.5(A)</b> Demonstrate understanding of word relationships and nuances in word meanings. •a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). •b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). •c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p><b>L.3.6(A)</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>			<p>4 weeks</p> <ul style="list-style-type: none"> <li>• The First English Colony Jamestown</li> <li>• Plantation Life Early Days in Georgia</li> <li>• The Pilgrims</li> <li>• Puritan Life</li> <li>• Life on a Farm in the Middle Atlantic Colonies</li> <li>• The Quakers</li> <li>• Matthew the Apprentice</li> </ul> <p>Poetry: Adventures of Isabel, Catch a Little Rhyme, For Want of a Nail, A Time to Talk</p>	(See Writing/Grammar/Spelling section) (See History section)	Colonial America Performance Assessment
<p><b>RI.3.1(A)</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI.3.3(A)</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>RI.3.4(A)</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>RI.3.6(A)</b> Distinguish their own point of view from that of the author of a text.</p> <p><b>RI.3.7(A)</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>RI.3.9(A)</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>RF.3.3(A)</b> Know and apply grade-level phonics and word analysis skills in decoding words. •a. Identify and know the meaning of the most common prefixes and derivational suffixes. •b. Decode words with common Latin suffixes. •c. Decode multisyllable words. •d. Read grade-appropriate irregularly spelled words.</p> <p><b>RF.3.4(A)</b> Read with sufficient accuracy and fluency to support comprehension. •a. Read on-level text with purpose and understanding. •b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings •c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>SL.3.1(A)</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. •a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. •b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). •c. Ask questions to check</p>						

Curriculum Map - Third Grade - ELA 3

	<p>understanding of information presented, stay on topic, and link their comments to the remarks of others.          *d. Explain their own ideas and understanding in light of the discussion.  <b>SL.3.3(A)</b>          Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.  <b>SL.3.4(A)</b>          Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.  <b>SL.3.6(A)</b>          Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>					
<p>Writing/Spelling/Grammar  <i>(updated 1/19/18)</i></p>	<p><b>W.3.1(A)</b>          Write opinion pieces on topics or texts, supporting a point of view with reasons.          *a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.          *b. Provide reasons that support the opinion.          *c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.          *d. Provide a concluding statement or section.  <b>W.3.2(A)</b>          Write informative/explanatory texts to examine a topic and convey ideas and information clearly.          *a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.          *b. Develop the topic with facts, definitions, and details.          *c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.          *d. Provide a concluding statement or section.  <b>W.3.3(A)</b>          Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.          *a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.          *b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.          *c. Use temporal words and phrases to signal event order.          *d. Provide a sense of closure.  <b>W.3.4(A)</b>          With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  <b>W.3.5(A)</b>          With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29.)  <b>W.3.6(A)</b>          With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.  <b>W.3.8(A)</b>          Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  <b>W.3.10(A)</b>          Write routinely over extended time frames (time for research, reflection, and</p>			<p>Technology-Power Points-Google slides          Spelling-Words Their Way          Grammar-CKLA &amp; Ideas by Jivey Mentor Sentences  <a href="https://www.teacherspayteachers.com/Product/BIGGEST-BEST-Mentor-Sentence-Bundle-Volume-1-for-Grades-3-5-1-Entire-Year-1232831">https://www.teacherspayteachers.com/Product/BIGGEST-BEST-Mentor-Sentence-Bundle-Volume-1-for-Grades-3-5-1-Entire-Year-1232831</a></p>	<p>Technology Instruction          How to develop and implement a Powerpoint or Google slide          Conjunctions          Compound/Complex Sentences          Nouns          Vivid Verbs          Adjectives          Adverbs          Prepositions</p>	<p>Powerpoint/Google Slide Presentations          WTW Spelling Tests &amp; Dictation sentences          Grammar-Mentor Sentences</p>

<p>revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>L.3.1(A)</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. •a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. •b. Form and use regular and irregular plural nouns. •c. Use abstract nouns (e.g., childhood). •d. Form and use regular and irregular verbs. •e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. •f. Ensure subject-verb and pronoun-antecedent agreement. •g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. •h. Use coordinating and subordinating conjunctions. •i. Produce simple, compound, and complex sentences.</p>	<p><b>L.3.2(A)</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. •a. Capitalize appropriate words in titles. •b. Use commas in addresses. •c. Use commas and quotation marks in dialogue. •d. Form and use possessives. •e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). •f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. •g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p><b>L.3.3(A)</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. •a. Choose words and phrases for effect. •b. Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p><b>L.3.4(A)</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. •a. Use sentence-level context as a clue to the meaning of a word or phrase. •b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). •c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). •d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p><b>L.3.5(A)</b> Demonstrate understanding of word relationships and nuances in word meanings. •a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). •b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). •c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	<p><b>L.3.6(A)</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went</p>
--	---	---	--	---	---	--

**Curriculum Map - Third Grade - ELA 3**

<p>Pippi Longstocking</p>	<p>looking for them).</p> <p><b>RL.3.1(A)</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RL.3.3(A)</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p><b>RL.3.4(A)</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p><b>RL.3.5(A)</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p><b>RL.3.6(A)</b> Distinguish their own point of view from that of the narrator or those of the characters.</p> <p><b>RL.3.10(A)</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p><b>RF.3.3(A)</b> Know and apply grade-level phonics and word analysis skills in decoding words.          •a. Identify and know the meaning of the most common prefixes and derivational suffixes.          •b. Decode words with common Latin suffixes.          •c. Decode multisyllable words.          •d. Read grade-appropriate irregularly spelled words.</p> <p><b>RF.3.4(A)</b> Read with sufficient accuracy and fluency to support comprehension.          •a. Read on-level text with purpose and understanding.          •b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings          •c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>SL.3.1(A)</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.          •a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.          •b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).          •c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.          •d. Explain their own ideas and understanding in light of the discussion.</p> <p><b>SL.3.2(A)</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.3.5(A)</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p><b>SL.3.6(A)</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>		<p>6 Weeks Pippi Longstocking by Astrid Lindgren Keep Book/Novel Study</p>		<ul style="list-style-type: none"> <li>• Locating descriptive words/phrases</li> <li>• Use of singular/plural nouns</li> <li>• Listing synonyms/homonyms</li> <li>• Listing compound words</li> <li>• Identifying / creating alliteration</li> <li>• Identifying parts of speech</li> <li>• Use of capitals and punctuation</li> <li>• Determining alphabetical order</li> <li>• Identifying syllables</li> <li>• Identification of root words</li> <li>• Identify anagrams</li> <li>• Identify/create similes</li> <li>• Identify personification</li> <li>• Summarize the details of a setting</li> <li>• Complete a timeline of events</li> <li>• Five W's Chart</li> <li>• Determine character traits</li> <li>• Relating personal experiences</li> <li>• Comparing two Characters</li> </ul>	<p>Pippi Longstocking Storyboard</p>
---------------------------	--	--	--	--	---	--------------------------------------



Curriculum Map - Third Grade - ELA 3

	<p><b>L.3.3(A)</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. •a. Choose words and phrases for effect. •b. Recognize and observe differences between the conventions of spoken and written standard English.</p> <p><b>L.3.4(A)</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. •a. Use sentence-level context as a clue to the meaning of a word or phrase. •b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). •c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). •d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p><b>L.3.5(A)</b> Demonstrate understanding of word relationships and nuances in word meanings. •a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). •b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). •c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p><b>L.3.6(A)</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p><b>RL.3.7(I)</b> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p><b>RL.3.9(I)</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>			<p>Junior Great Book Series 3 Volume 1</p> <ul style="list-style-type: none"> <li>• The Banza Haitian folktale as told by Diane Wolkstein</li> <li>• The Man Whose Trade Was Tricks Georgian folktale as told by George and Helen Papashvily</li> <li>• The Fisherman and His Wife Brothers Grimm</li> <li>• Ooka and the Honest Thief Japanese folktale as told by I. G. Edmonds</li> <li>• It's All the Fault of Adam Nigerian folktale as told by Barbara Walker</li> <li>• The Monster Who Grew Small Joan Grant</li> <li>• The Selkie Girl Scottish folktale as told by Susan Cooper</li> <li>• The Mushroom Man Ethel Pochocki</li> <li>• The Princess and the Beggar Korean folktale as told by Anne Sibley O'Brien</li> <li>• The Fire on the Mountain Ethiopian folktale as told by Harold Courlander and Wolf Leslau</li> </ul>	<ul style="list-style-type: none"> <li>• After the teacher reads a Junior Great Books story aloud to the whole class, students may participate in Shared Inquiry discussion during small or whole group reading instruction.</li> <li>• Students who are capable of reading the Junior Great Books selections independently or with teacher support will follow a before, during, and after reading format. Students who are unable to read the selections should have an opportunity to listen to them.</li> <li>• Discuss "Sharing Questions."</li> <li>• Discuss Directed Notes Review vocabulary using "Interpreting Words." Conduct Shared Inquiry Discussion.</li> <li>• Record their initial questions about the text. Do a second reading with directed notes. Complete "Interpreting Words" vocabulary work. Respond in writing to interpretive questions.</li> <li>• Meet in Literature Circles to further discuss story following Shared Inquiry format.</li> </ul>	<p>Ongoing notes following Shared Inquiry</p>
<p>Junior Great Books Series 3, Volume 1</p>						

Unit	Benchmarks	Essential Questions	Mission Alignment	Content	Skills	Assessments
Quarter 1						
Government <i>(updated 2/12/19)</i>	<p>HSS.A.3.1.1(A) Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).</p> <p>HSS.A.3.2.1(A) Describe national identities, religious beliefs, customs, and various folklore traditions.</p> <p>HSS.A.3.2.2(A) Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).</p> <p>HSS.A.3.2.4(A) Discuss the interaction of new settlers with the already established Indians of the region.</p> <p>HSS.A.3.3.2(A) Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.</p> <p>HSS.A.3.4.1(A) Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.</p> <p>HSS.A.3.4.2(A) Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.</p> <p>HSS.A.3.4.3(A) Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).</p> <p>HSS.A.3.4.4(A) Understand the three branches of government, with an emphasis on local government.</p>	Why is it important to remember 9/11?	Appreciation of our National Heritage	What is a Citizen Constitution Election Process Bill of Rights 9/11	Explore the themes of citizenship-honesty, compassion, respect, responsibility, and courage. Character-John Adams Academy's Ten Core Values Founding Document: The Bill of Rights Election process-(especially Presidential elections) 9/11 (See Mentor Text for The Man Who Walked Between the Twin Towers)	Oral Presentations Ten Core Value Ten Frame Storyboard Bill of Rights quiz 9/11 Grammar Assessment
Geography <i>(updated 2/12/19)</i>	<p>HSS.A.3.1.1(A) Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).</p> <p>HSS.A.3.1.2(A) Trace the ways in which people have used the resources of the local region and modified the</p>			7 Continents and 5 Oceans North and South Poles Northern, Southern, Western, Eastern Hemispheres	<ul style="list-style-type: none"> <li>• Students will be able to name and locate on a map the continent, country, state, and community in which they live.</li> <li>• Students should be able to locate on a map or globe the seven continents and five oceans, the North and South Poles</li> <li>• The equator is an imaginary line around the center of the world that divides the</li> </ul>	

**Curriculum Map - Third Grade - History 3**

Unit	Benchmarks	Essential Questions	Mission Alignment	Content	Skills	Assessments
	<p>physical environment (e.g., a dam constructed upstream changed a river or coastline).</p> <p>HSS.A.3.2.2(A) Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).</p> <p>HSS.A.3.5.1(A) Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.</p> <p>HSS.A.3.5.2(A) Understand that some goods are made locally, some elsewhere in the United States, and some abroad.</p>				<p>globe into the Northern and Southern Hemispheres.</p> <ul style="list-style-type: none"> <li>All continents are located in at least two hemispheres at once—Northern or Southern, and Eastern or Western.</li> </ul>	
Quarter 2						
<p>Ancient Rome</p> <p><i>(updated 2/12/19)</i></p>	<p>HSS.A.3.1.1(A) Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).</p> <p>HSS.A.3.1.2(A) Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).</p> <p>HSS.A.3.2.1(A) Describe national identities, religious beliefs, customs, and various folklore traditions.</p> <p>HSS.A.3.2.2(A) Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).</p> <p>HSS.A.3.2.3(A) Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.</p> <p>HSS.A.3.3.3(A) Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.</p> <p>HSS.A.3.4.2(A) Discuss the importance of public</p>			<ul style="list-style-type: none"> <li>Ancient Rome: Rome, Then and Now</li> <li>The Legend of Romulus and Remus</li> <li>Gods and Goddesses</li> <li>Cupid and Psyche</li> <li>The Sword of Damocles,</li> <li>The Roman Republic,</li> <li>Hannibal Crosses the Alps</li> <li>Julius Caesar</li> <li>After Caesar</li> <li>Androcles and the Lion</li> </ul>	<ul style="list-style-type: none"> <li>Define the terms BC/BCE and AD/CE</li> <li>Describe how the work of archaeologists has helped us gain information about the ancient Roman civilization</li> <li>Identify some of the contributions of the ancient Roman civilization, and describe how they have influenced the present</li> <li>Identify the eruption of Mount Vesuvius as the cause of the destruction of the city of Pompeii</li> <li>Retell the legend of Romulus and Remus, and explain that this legend is believed to tell the story of the foundation of Rome</li> <li>Explain that most ancient Romans worshiped many gods and goddesses</li> <li>Identify Roman myths as a type of fiction</li> <li>Describe the religion and mythology of ancient Rome as similar to that of ancient Greece</li> <li>Compare and contrast the three categories of people in ancient Rome: patricians, plebeians, and slaves</li> <li>Describe the evolution of government in ancient Rome: monarchy to republic to empire</li> <li>Describe the Senate as part of the government of the Roman Republic</li> <li>Describe the importance of forums in Roman society and government</li> <li>Explain that women did not have as many rights as men in Roman society</li> <li>Explain the significance of the Punic Wars between ancient Rome and Carthage</li> <li>Describe the role of Hannibal in the Punic Wars</li> <li>Describe the everyday life of the ancient Romans</li> <li>Describe the life and contributions of</li> </ul>	CKLA Unit Assessment

	<p>virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.</p> <p>HSS.A.3.5.1(A) Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.</p> <p>HSS.A.3.5.3(A) Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.</p>			<p>Julius Caesar</p> <ul style="list-style-type: none"> <li>• Describe the role of Cleopatra of Egypt in the ancient Roman civilization</li> <li>• Describe the many structures the ancient Romans built, including roads, bridges, aqueducts, and amphitheaters</li> <li>• Describe the life and contributions of Augustus Caesar as the first emperor of Rome</li> <li>• Explain the significance of the Pax Romana and how it affected the life of Romans</li> <li>• Explain that Rome had favorable and unfavorable emperors, and give a few examples</li> <li>• Identify a few factors that led to the decline of the Roman Empire</li> <li>• Describe the development of Christianity during the Roman Empire, including the persecution of Christians</li> <li>• Explain why the Roman Empire split into two parts: the Western and the Eastern Empires</li> <li>• Describe the rise of the Byzantine Empire</li> <li>• Identify Constantine the Great as the first Roman emperor to make laws to end the persecution of Christians, and describe his other contributions</li> <li>• Identify Justinian as a Byzantine emperor, and describe his contributions</li> <li>• Identify Latin as the language of ancient Rome and the origin of the Romance language</li> </ul>	
<p>Government</p> <p><i>(updated 2/12/19)</i></p>	<p>HSS.A.3.2.1(A) Describe national identities, religious beliefs, customs, and various folklore traditions.</p> <p>HSS.A.3.4.1(A) Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.</p> <p>HSS.A.3.4.2(A) Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.</p> <p>HSS.A.3.4.3(A) Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).</p> <p>HSS.A.3.4.4(A) Understand the three branches of government, with an emphasis on local government.</p>		<p>Three Branches of Government Preamble Bill of Rights</p>	<p>Founding documents: Preamble to the Constitution &amp; The Bill of Rights 3 Branches of Government: Legislative, Judicial, and Executive</p>	<p>Oral Presentations Three Branches of Government Tree</p>

**Curriculum Map - Third Grade - History 3**

<p>Geography</p> <p><i>(updated 2/12/19)</i></p>	<p>HSS.A.3.1.1(A) Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).</p> <p>HSS.A.3.1.2(A) Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).</p> <p>HSS.A.3.2.1(A) Describe national identities, religious beliefs, customs, and various folklore traditions.</p> <p>HSS.A.3.2.2(A) Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).</p> <p>HSS.A.3.2.3(A) Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.</p> <p>HSS.A.3.5.1(A) Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.</p> <p>HSS.A.3.5.3(A) Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.</p>			<ul style="list-style-type: none"> <li>• Geography of Med. region</li> <li>• Background of founding/growth of Rome</li> <li>• Roman Empire *Decline and Fall of Rome</li> <li>• Rise of Byzantine Empire</li> </ul>	<p>Identify and locate on a map the following areas: Atlantic Ocean, Mediterranean Sea, Black Sea, Aegean Sea, Europe, the Alps, Italy, Rome, Sicily, Pompeii, Mount Vesuvius, Tiber River, Greece, France (Gaul), Spain, England, Germany, North Africa, Tunisia (Carthage), Egypt, Asia Minor, Turkey, and/or Istanbul (Constantinople)</p> <p>Locate the Bosphorus Strait and the Strait of Gibraltar, and explain the purpose of these waterways</p> <p>Locate Rome on a map and identify it as the capital of present-day Italy and the approximate area where the ancient Roman civilization began</p> <p>Identify the country of Italy as a peninsula Explain the importance of the Tiber River to the ancient Romans</p>	
Unit	Benchmarks	Essential Questions	Mission Alignment	Content	Skills	Assessments
Quarter 3						
<p>Government</p> <p><i>(updated 2/12/19)</i></p>	<p>HSS.A.3.4.1(A) Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.</p> <p>HSS.A.3.4.2(A) Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.</p> <p>HSS.A.3.4.3(A) Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the</p>			<p><u>Woodrow Wilson</u> <u>The White House</u> <u>Mouse</u> <u>House Mouse</u> <u>Senate Mouse</u> <u>Marshall</u> <u>The Courthouse</u> <u>Mouse</u> Bill of Rights</p>	<p>The White House Senate Supreme Court Founding Document: The Bill of Rights</p>	<p>Mentor Text packet activities for Woodrow Wilson, House Mouse, Marshall Oral Presentations</p>

**Curriculum Map - Third Grade - History 3**

	Declaration of Independence, the U.S. Capitol).					
Geography <i>(updated 2/12/19)</i>	HSS.A.3.1.1(I) Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).			<ul style="list-style-type: none"> <li>• Maps have keys, or legends, to explain their symbols, which represent human and physical characteristics of place.</li> <li>• Unless otherwise indicated, most maps are oriented with the North Pole at the top.</li> <li>• Students should be able to measure distance on a map and use an atlas.</li> </ul>	Map keys and legends Using a map and an atlas	
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
Quarter 4						
Colonial America <i>(updated 2/12/19)</i>	<p>HSS.A.3.2.1(I) Describe national identities, religious beliefs, customs, and various folklore traditions.</p> <p>HSS.A.3.3.1(I) Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.</p> <p>HSS.A.3.3.2(I) Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.</p> <p>HSS.A.3.3.3(I) Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.</p> <p>HSS.A.3.4.6(I) Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).</p> <p>HSS.A.3.5.1(I) Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.</p> <p>HSS.A.3.5.2(I) Understand that some goods are made locally, some elsewhere in the United States, and some abroad.</p>			<ul style="list-style-type: none"> <li>• The First English Colony Jamestown</li> <li>• Plantation Life Early Days in Georgia</li> <li>• The Pilgrims</li> <li>• Puritan Life</li> <li>• Life on a Farm in the Middle Atlantic Colonies</li> <li>• The Quakers</li> <li>• Matthew the Apprentice</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the impact Spanish, French, Dutch, and Portuguese exploration and conquest in the Americas had on the English and their decision to settle parts of North America</li> <li>• List and locate the three colonial regions: New England, Middle Atlantic, and Southern</li> <li>• Locate the thirteen colonies of Colonial America, and identify each by region</li> <li>• Locate and identify Charleston, Boston, New York, and Philadelphia as important colonial cities, and explain why they flourished</li> <li>• Locate Roanoke Island in the Southern region, and identify it as a failed English colonization attempt</li> <li>• Explain why Roanoke is known as the Lost Colony</li> <li>• Describe some of the reasons people came to North America from England and other countries</li> <li>• Explain some of the early challenges faced by the English in establishing colonies in North America</li> <li>• Describe how everyday life and economic industries in the three colonial regions were shaped by geography and climate</li> <li>• Describe the relationship between the colonists and Native Americans</li> <li>• Describe the role of slavery in the colonial time period and why the Southern colonies relied so much more heavily upon enslaved labor than the Middle and New England colonies</li> <li>• Identify some of the key people relative to the settlement of each colony</li> <li>• Describe the industries and other characteristics of the three colonial regions</li> <li>• Identify Jamestown as the first permanently settled English colony in North America, and recall that it was established in 1607</li> </ul>	Colonial Days in the Park Activities

**Curriculum Map - Third Grade - History 3**

	<p>HSS.A.3.5.3(I) Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.</p>				<ul style="list-style-type: none"> <li>Identify the Discovery, Susan Constant, and Godspeed as the three ships that brought the English settlers to Jamestown</li> </ul>	
<p>Geography <i>(updated 2/12/19)</i></p>	<p>HSS.A.3.2.2(I) Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).</p> <p>HSS.A.3.2.3(I) Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.</p> <p>HSS.A.3.2.4(I) Discuss the interaction of new settlers with the already established Indians of the region.</p> <p>HSS.A.3.3.1(I) Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.</p> <p>HSS.A.3.3.2(I) Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.</p> <p>HSS.A.3.3.3(I) Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.</p> <p>HSS.A.3.4.5(I) Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.</p> <p>HSS.A.3.4.6(I) Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).</p> <p>HSS.A.3.5.1(I) Describe the ways in which local producers have used and are using natural resources, human</p>			<ul style="list-style-type: none"> <li>Differences in climate/ agriculture among 3 colonial regions</li> <li>Location of colonies &amp; important cities: Philadelphia, Boston, New York, Charleston</li> <li>Southern Colonies: founders, slavery, Middle Passage</li> <li>New England Colonies: (Pilgrims, Puritans), maritime economy, religion</li> <li>Mid Atlantic Colonies: Dutch in New York, Penn/ Quakers Pennsylvania</li> </ul>	<p>Location of Southern, New England, &amp; Mid-Atlantic Colonies Map skills</p>	

	<p>resources, and capital resources to produce goods and services in the past and the present.</p> <p>HSS.A.3.5.2(I) Understand that some goods are made locally, some elsewhere in the United States, and some abroad.</p> <p>HSS.A.3.5.3(I) Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.</p> <p>HSS.A.3.5.4(I) Discuss the relationship of students' "work" in school and their personal human capital.</p>					
<p>Rivers</p> <p><i>(updated 2/12/19)</i></p>	<p>HSS.A.3.1.1(I) Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).</p> <p>HSS.A.3.1.2(I) Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).</p> <p>HSS.A.3.2.2(I) Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).</p>			<ul style="list-style-type: none"> <li>• To measure straight-line distances using a map (scale)</li> <li>• To use an atlas and, if available, online sources to find geographic information</li> <li>• To identify important world rivers: Asia's Ob, Yellow (or Huang He), Yangtze (or Chang Jiang), Ganges, Indus, Tigris, and Euphrates Rivers,</li> <li>• Africa's Nile, Niger, and Congo Rivers</li> <li>• South America's Amazon, Paraná, and Orinoco rivers</li> <li>• North America's Mississippi, Mackenzie, and Yukon Rivers</li> <li>• Australia's Murray and Darling Rivers</li> <li>• Europe's Volga, Danube, and Rhine Rivers</li> <li>• To identify the terms including source, mouth, delta, reservoir, drainage basin, tributary, channel, isthmus, and strait</li> </ul>	<ul style="list-style-type: none"> <li>• Students should have frequent opportunities to work with maps and globes, not only as part of their geography study but also while studying topics in world and American history.</li> <li>• Every continent except Antarctica has several great rivers, which have played important roles throughout human history.</li> <li>• Rivers provide many important benefits and resources, but they also have great destructive power.</li> <li>• Students should understand the meaning of and be able to use the terms source, mouth, delta, reservoir, drainage basin, tributary, channel, isthmus, and strait.</li> </ul>	Map quiz



**Curriculum Map - Third Grade - Science 3**

<b>Unit</b>	<b>Benchmarks</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
<b>Quarter 1</b>				
Classification of Animals <i>(updated 2/12/19)</i>	SC.3.LS1-1(I) Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. SC.3.LS2-1(I) Construct an argument that some animals form groups that help members survive. SC.3.LS3-1(I) Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. SC.3.LS3-2(I) Use evidence to support the explanation that traits can be influenced by the environment. SC.3.LS4-1(I) Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. SC.3.LS4-2(I) Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. SC.3.LS4-3(I) Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. SC.3.LS4-4(I) Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. SC.3.ESS2-2(I) Obtain and combine information to describe climates in different regions of the world.	<ul style="list-style-type: none"> <li>Classifying Living Things Warm and Cold-Blooded</li> <li>Vertebrates and Invertebrates Fish</li> <li>Amphibians</li> <li>Reptiles Birds</li> <li>Mammals</li> <li>Scientists Who Classify Animals</li> <li>Jane Goodall</li> </ul>	<ul style="list-style-type: none"> <li>Observe and describe basic characteristics of an animal</li> <li>Explain that scientists classify animals by common or shared characteristics</li> <li>Explain that scientists classify animals in order to study them and show relationships</li> <li>Demonstrate familiarity with the poem "Eletelephony"</li> <li>Demonstrate familiarity with the poem "The Crocodile"</li> <li>Identify cold-blooded/warm-blooded and vertebrate/invertebrate as important characteristics used to classify animals</li> <li>Describe basic characteristics of vertebrate/invertebrate animals</li> <li>Classify particular animals as vertebrates or invertebrates</li> <li>Describe basic characteristics of cold-blooded/warm-blooded animals</li> <li>Classify particular animals as cold-blooded or warm-blooded</li> <li>Identify fish, amphibians, reptiles, birds, and mammals as groups of vertebrates</li> <li>Identify basic characteristics of fish, amphibians, reptiles, birds, and mammals</li> <li>Classify particular animals as fish, amphibians, reptiles, birds, or mammals</li> <li>Compare and contrast two groups of vertebrates</li> <li>Identify insects as invertebrates</li> <li>Identify insects as the most numerous group of animals that have currently been identified</li> <li>Explain that there are a large number of animals that have not yet been identified</li> </ul>	
<b>Unit</b>	<b>Benchmarks</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
<b>Quarter 2</b>				
Classification of Animals (continued)		Continued from Quarter 1	Continued from Quarter 1	Biome Project and Presentation
Human Body <i>(updated 2/12/19)</i>	SC.3.LS3-1(I) Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. SC.3.LS3-2(I) Use evidence to support the explanation that traits can be influenced by the environment.	<ul style="list-style-type: none"> <li>The Human Body: The Skeletal System</li> <li>All About Bones</li> <li>The Muscular System Joints and Muscles</li> <li>The Nervous System</li> <li>The Spinal Cord and Brain</li> <li>Eyes and Vision</li> <li>Vision and Vision Problems</li> <li>Ears and Hearing</li> <li>Overcoming Disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Describe and/or review seven of the systems of the human body</li> <li>Explain that the human body includes the following systems and identify the function of each: skeletal, muscular, and nervous</li> <li>Identify cells as the basic building blocks of all living things and explain that most cells are too small to be seen without a microscope</li> <li>Explain the relationship between cells, tissues, organs, and systems</li> <li>Explain that each system is made up of different types of cells (bone cells, muscle cells, nerve cells, blood cells,</li> <li>Explain that one of the systems of the human body is the skeletal system and that it has two parts</li> <li>Recall that there are 206 bones in the human body</li> <li>Explain briefly the composition of bones</li> <li>Identify examples of axial bones and explain their functions</li> <li>Identify examples of appendicular bones and explain</li> </ul>	CKLA Unit Assessment

**Curriculum Map - Third Grade - Science 3**

Unit	Benchmarks	Content	Skills	Assessments
Quarter 3				
Light and Sound <i>(updated 2/12/19)</i>	SC.3.PS2-1(I) Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. SC.3.PS2-2(I) Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. SC.3.PS2-3(I) Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. [ SC.3.PS2-4(I) Define a simple design problem that can be solved	<ul style="list-style-type: none"> <li>• What is Light</li> <li>• Reflection &amp; Mirrors</li> <li>• Refraction &amp; Lens</li> <li>• What is Color</li> <li>• What is Sound</li> <li>• Qualities of Sound</li> <li>• Voice</li> <li>• Alexander Graham Bell</li> </ul>	<ul style="list-style-type: none"> <li>• Recall the senses and their corresponding sensory organs</li> <li>• Identify the sun as Earth's main source of light and name other light sources</li> <li>• Identify light as a form of energy that travels in waves</li> <li>• Explain why light is so important</li> <li>• Describe how light waves travel in different mediums</li> <li>• Explain how shadows are formed</li> <li>• Explain how light is absorbed, reflected, or transmitted</li> <li>• Describe the three types of mirrors: plane, concave, and convex</li> <li>• Compare and contrast the terms concave and convex</li> <li>• Compare and contrast transparent, translucent, and opaque objects</li> </ul>	CKLA Unit Assessment
			their functions <ul style="list-style-type: none"> <li>• Identify three different types of joints and give examples of each: movable, immovable, and partially movable</li> <li>• Describe how doctors are able to see and treat the skeletal system using an x-ray</li> <li>• Explain the importance and purpose of cartilage</li> <li>• Identify skeletal, smooth, and cardiac as three types of muscles in the human body and describe their functions</li> <li>• Compare and contrast involuntary and voluntary muscles</li> <li>• Explain that skeletal muscles work closely with bones to give the human body mobility</li> <li>• Demonstrate familiarity with the legend of the Achilles heel/tendon</li> <li>• Identify the brain and the spinal cord as the control center of the body</li> <li>• Identify nerves as messengers that transmit information from all of the parts of the body through the spinal cord to the brain</li> <li>• Explain how the skeletal, muscular, and nervous systems are interconnected</li> <li>• Explain that the five senses work with the brain to process information about our surroundings</li> <li>• Describe a reflex action as a quick, unconscious action and explain its purpose in protecting the human body</li> <li>• Identify the parts of the brain and their functions: brain stem (medulla), cerebrum, cerebellum</li> <li>• Describe the human brain as divided into two hemispheres and explain that each hemisphere controls the muscles of the opposite side of the body</li> <li>• Identify the surrounding, outer, and inner parts of the eye</li> <li>• Explain how the parts of the outer and inner eye work together with the brain to allow a person to see</li> <li>• Describe nearsightedness and farsightedness and how these can be corrected</li> <li>• Identify the parts and functions of the outer, middle, and inner ear</li> <li>• Describe how sound travels through all the parts of the ear</li> <li>• Describe how the parts of the ear work together with the brain to allow a person to hear</li> <li>• Explain that cochlear implants can help some people who cannot hear</li> <li>• Identify ways to take care of the human body</li> </ul>	

**Curriculum Map - Third Grade - Science 3**

	by applying scientific ideas about magnets.		<ul style="list-style-type: none"> <li>Describe how mirrors and lenses are used in a variety of instruments</li> <li>Explain how light is refracted</li> <li>Explain that color is determined by how light is absorbed and reflected</li> <li>Explain what causes a rainbow to occur</li> <li>Identify the spectrum of colors that make up white light</li> <li>Identify sound as a form of energy that travels in waves</li> <li>Describe how sound waves travel in different mediums</li> <li>Identify sources of sound</li> <li>Compare and contrast light and sound</li> <li>Describe how the intensity and frequency of vibrations affect the qualities of a sound</li> <li>Identify the parts of the body that create the human voice</li> <li>Explain how the human voice is produced and is able to make a wide range of sounds</li> <li>Describe the life and contributions of Alexander Graham Bell</li> <li>Explain the significance of the invention of the telephone</li> </ul>	
Astronomy <i>(updated 2/12/19)</i>	<p>SC.3.ESS2-1(I) Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</p> <p>SC.3.ESS2-2(I) Obtain and combine information to describe climates in different regions of the world.</p> <p>SC.3.ESS3-1(I) Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.</p>	<ul style="list-style-type: none"> <li>Our Planet Earth</li> <li>Our Solar System</li> <li>Galaxies</li> <li>Stars &amp; Constellations</li> <li>The Big Bag</li> <li>Space Exploration</li> <li>Mae Jemison</li> <li>Weather</li> </ul>	<ul style="list-style-type: none"> <li>Identify the sun as a constant source of heat and light energy</li> <li>Classify the sun as a star</li> <li>Identify our planet Earth as the third planet from the sun and ideally suited for life</li> <li>Demonstrate how day and night on Earth are caused by Earth's rotation</li> <li>Explain why the sun seems to rise in the east and set in the west</li> <li>Explain what happens during a solar eclipse and lunar eclipse</li> <li>Explain the reasons for seasons</li> <li>Describe the eight planets of our solar system and their sequence from the sun</li> <li>Identify our solar system as the sun and all of the smaller bodies that orbit it, e.g., the planets, moons, asteroids, etc.</li> <li>Describe the characteristics of a planet</li> <li>Explain that Pluto has been reclassified as a dwarf planet</li> <li>Describe the asteroid belt</li> <li>Compare and contrast asteroids, meteoroids, and comets</li> <li>Describe stars as hot, distant, and made of gas</li> <li>Describe the characteristics of stars</li> <li>Compare and contrast our sun and other stars</li> <li>Describe a galaxy as a very large cluster of many stars</li> <li>Identify the Milky Way as our own galaxy and Andromeda as the closest spiral galaxy in our universe</li> </ul>	Planet Brochure
<b>Unit</b>	<b>Benchmarks</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
<b>Quarter 4</b>				
Scientific Process <i>(updated 2/12/19)</i>	<p>SC.3.PS2-1(I) Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</p> <p>SC.3.PS2-2(I) Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</p> <p>SC.3.PS2-3(I) Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. [</p> <p>SC.3.PS2-4(I)</p>	<ul style="list-style-type: none"> <li>Question</li> <li>Hypothesize</li> <li>Experiment</li> <li>Observe and Record</li> <li>Analyze</li> <li>Share Results</li> </ul>	<ul style="list-style-type: none"> <li>Question-What do I want to learn more about? I wonder what would happen if...?</li> <li>Hypothesize-Research to help you make an educated guess, hypothesis, and then answer your question.</li> <li>Experiment-Test your hypothesis by making a plan and conducting an experiment.</li> <li>Observe and Record-Make careful observations and write down what happened.</li> <li>Analyze-Use your information to draw conclusions about your experiment. Was your hypothesis correct?</li> <li>Share Results-Explain your results by presenting your experiment, observations, and conclusions.</li> </ul>	

Define a simple design problem that can be solved by applying scientific ideas about magnets.

***Please note: we are piloting an NGSS curriculum this year in our 4<sup>th</sup> grade. These lessons are aligned with the NGSS. We will be adopting curriculum in 2019 – 2020 school year for all elementary grades to align with NGSS.***

## 4<sup>th</sup> Grade: Science Standards Alignment

Aug/Sep:

Scientific Method

Force and Motion: NGSS 4-PS3-1; DCI PS3-A

Oct/Nov:

Forms of Energy: NGSS 4-PS3-2; DCI PS3-A; DCI PS3-B

Energy Transfer and Transformation: 4-PS3-2; DCI PS3.A; DCI PS3.B; MS-PS3-3; DCI PS3.A; DCI PS3.B; DCI PS3-A; DCI PS3-B; DCI PS3-C; DCI PS3-D

Nov/Dec:

Waves- Types/ Light/ Optics/ Morse Code: NGSS 4-PS4-1; DCI PS4-A; NGSS 4-PS4-2; DCI PS4.B; NGSS 4-PS4-3; DCI PS4.C

Jan/Feb:

Plants- Structure/ Types/ Needs: NGSS 4-LS1-1; DCI LS1.A; NGSS 4-ESS1-1, DCI ESS1.C

Apr:

Earth: Soil/ Erosion/ Sediment: NGSS 4-ESS2-1; DCI ESS2.A; DCI ESS2.E; NGSS 4-ESS2-1; DCI ESS2.A; DCI ESS2.E

May:

Earth's Place in the Universe: NGSS 4-ESS2-1; DCI ESS2.A; NGSS 4-ESS2-2; DCI ESS2.B; NGSS 4-ESS2-2; DCI ESS2.B

**Curriculum Map - Fourth Grade - Art 4**

<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
<b>Quarter 1</b>						
August/September	<p>VA.4.1.1(A) Brainstorm multiple approaches to a creative art or design problem.</p> <p>VA.4.2.1(A) Explore and invent art-making techniques and approaches.</p> <p>VA.4.2.2(A) When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.</p> <p>VA.4.3.1(A) Revise artwork in progress on the basis of insights gained through peer discussion.</p> <p>VA.4.7.2(A) Analyze components in visual imagery that convey messages.</p> <p>VA.4.8.1(A) Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.</p> <p>VA.4.10.1(A) Create works of art that reflect community cultural traditions.</p>	<p>How are the Elements of Art used to create beautiful works of art?</p> <p>How does Op Art create illusions that trick the eye?</p> <p>Why were Illuminated Manuscripts important in Medieval Art &amp; Culture?</p> <p>How do Illustrated Letters relate to Illuminated Manuscripts?</p> <p>How can Illustrated Letters be used to create an alternative self portrait that tells the viewer about yourself?</p>	<p>Fostering Creativity and the Entrepreneurial Spirit.</p> <p>Appreciation of our National Heritage.</p>	<p>Medieval History</p>	<p>Learning and using drawing tricks to create op art with the illusion of depth and movement.</p> <p>Learning and using blending tricks to create op art with the illusion of depth and movement.</p> <p>Know the difference between illustrated letters and decorated letters.</p> <p>Illustrate the letters of your name so that each one tells something about you.</p>	<p>Project based</p>
October	<p>VA.4.1.1(A) Brainstorm multiple approaches to a creative art or design problem.</p> <p>VA.4.1.2(A) Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.</p> <p>VA.4.2.1(A) Explore and invent art-making techniques and approaches.</p> <p>VA.4.2.2(A) When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.</p> <p>VA.4.3.1(A) Revise artwork in progress on the basis of insights gained through peer discussion.</p> <p>VA.4.7.2(A) Analyze components in visual imagery that convey messages.</p> <p>VA.4.8.1(A) Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.</p>	<p>How can careful observation improve your drawing skills?</p> <p>How do warm and cool color schemes create different mood and feelings in works of art?</p>	<p>Fostering Creativity and the Entrepreneurial Spirit</p>	<p>Visual Arts</p>	<p>Using observation to draw from life</p> <p>Identifying and using warm and cool color schemes</p> <p>Using watercolor paints safely and correctly</p> <p>Cleaning up from painting safely and correctly</p> <p>Identifying and recognizing and difference between fantasy and reality</p> <p>Using proportion in works of art</p> <p>Identifying and using foreground, middleground and background in works of art</p> <p>Identifying and understanding the color wheel</p>	<p>Project based</p>
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
<b>Quarter 2</b>						
November/December	<p>VA.4.1.1(A) Brainstorm multiple approaches to a creative art or design problem.</p> <p>VA.4.1.2(A) Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.</p> <p>VA.4.2.1(A) Explore and invent art-making techniques</p>	<p>How can you use value to create 3 dimensional art?</p> <p>What was life like for people in the Middle Ages?</p> <p>Why and how were Rose Windows created?</p> <p>What was interesting about Gothic Architecture and</p>	<p>Emphasis on Mentors and Classics</p> <p>Fostering Creativity and the Entrepreneurial Spirit</p>	<p>Visual Arts History</p>	<p>Using color and value to create the illusion of 3 dimensions in a work of art</p> <p>Understanding and using radial symmetry to create a design for the rose window</p> <p>Drawing a building inspired by gothic architecture and</p>	<p>Project based</p>

**Curriculum Map - Fourth Grade - Art 4**

	<p>and approaches.</p> <p>VA.4.2.2(A) When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.</p> <p>VA.4.3.1(A) Revise artwork in progress on the basis of insights gained through peer discussion.</p> <p>VA.4.4.1(A) Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.</p> <p>VA.4.5.1(A) Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.</p> <p>VA.4.11.1(A) Through observation, infer information about time, place, and culture in which a work of art was created.</p>	Gothic Cathedrals?			gothic cathedrals	
--	--	--------------------	--	--	-------------------	--

Unit	Benchmarks	Essential Questions	Mission Alignment	Content	Skills	Assessments
------	------------	---------------------	-------------------	---------	--------	-------------

**Quarter 3**

<p>January/February</p> <p><i>(updated 1/26/18)</i></p>	<p>VA.4.1.1(A) Brainstorm multiple approaches to a creative art or design problem.</p> <p>VA.4.1.2(A) Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.</p> <p>VA.4.2.1(A) Explore and invent art-making techniques and approaches.</p> <p>VA.4.2.2(A) When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.</p> <p>VA.4.3.1(A) Revise artwork in progress on the basis of insights gained through peer discussion.</p> <p>VA.4.10.1(A) Create works of art that reflect community cultural traditions.</p> <p>VA.4.11.1(A) Through observation, infer information about time, place, and culture in which a work of art was created.</p>	<p>What is a Kente Cloth and what meaning does it have in African culture?</p> <p>How can you use weaving and fiber arts to create works of art?</p> <p>What is a mandala?</p> <p>How is radial design used in works of art?</p>	<p>Fostering Creativity and the Entrepreneurial Spirit</p> <p>High Standards of Academic Excellence</p>	<p>Visual Arts</p> <p>History/Social Studies</p>	<p>Weaving with yarn on a loom</p> <p>Creating mandalas with radial symmetry</p>	<p>Project based</p>
---	---	--	---	--	--	----------------------

Unit	Benchmarks	Essential Questions	Mission Alignment	Content	Skills	Assessments
------	------------	---------------------	-------------------	---------	--------	-------------

**Quarter 4**

<p>March/April</p> <p><i>(updated 1/26/18)</i></p>	<p>VA.4.1.1(A) Brainstorm multiple approaches to a creative art or design problem.</p> <p>VA.4.1.2(A) Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.</p> <p>VA.4.2.1(A) Explore and invent art-making techniques and approaches.</p> <p>VA.4.2.2(A) When making works of art, utilize and care</p>	<p>How can you create a self-portrait?</p>	<p>Fostering Creativity and the Entrepreneurial Spirit</p> <p>High Standards of Academic Excellence</p>	<p>Visual Arts</p>	<p>tracing a photo of yourself using tracing paper to create a cartoon-style self portrait</p> <p>putting yourself into an interesting background that shows somewhere you'd like to go</p> <p>using tempera paints correctly</p>	<p>project based</p>
--	--	--	---	--------------------	---	----------------------

**Curriculum Map - Fourth Grade - Art 4**

	<p>for materials, tools, and equipment in a manner that prevents danger to oneself and others.</p> <p>VA.4.2.3(A) Document, describe, and represent regional constructed environments.</p> <p>VA.4.3.1(A) Revise artwork in progress on the basis of insights gained through peer discussion.</p> <p>VA.4.10.1(A) Create works of art that reflect community cultural traditions.</p> <p>VA.4.11.1(A) Through observation, infer information about time, place, and culture in which a work of art was created.</p>					
<p>May/June</p> <p><i>(updated 1/26/18)</i></p>	<p>VA.4.1.1(A) Brainstorm multiple approaches to a creative art or design problem.</p> <p>VA.4.1.2(A) Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.</p> <p>VA.4.2.1(A) Explore and invent art-making techniques and approaches.</p> <p>VA.4.2.2(A) When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.</p> <p>VA.4.2.3(A) Document, describe, and represent regional constructed environments.</p>	<p>How can you use perspective in a work of art?</p>	<p>Fostering Creativity and the Entrepreneurial Spirit High Standards of Academic Excellence</p>	<p>Visual Arts</p>	<p>Using the horizon line and vanishing point to create perspective Using perspective to create an imaginary 3D bedroom Drawing objects in the bedroom in perspective Adding details to make the bedroom fun, interesting and imaginative</p>	<p>Project based</p>



## Curriculum Map - Fourth Grade - ELA 4

Unit	Content	Skills
Quarter 1		
Words Their Way <i>(updated 2/13/19)</i>	Level the scholars based upon spelling skills. Teach root words, prefixes, affixes, phonograms, blends, diagraphs and spelling patterns in words.	<a href="#">CCSS.ELA-LITERACY.L.4.2.D</a> Spell grade-appropriate words correctly, consulting references as needed.
ELA Unit: Junior Great Books <i>(updated 2/12/19)</i>	Unit: 1 Week Thank You Ma'am Lesson 1: Read Aloud Whole Group Lesson 2: Read With partners. Provide a Focus question Focus Question: Why did Mrs. Jones give Roger the money for the blue suede shoes? Focus Question: Why didn't Roger run away when he had the chance? Lesson 3: Develop discussion questions Lesson 4: Class Discussion Lesson 5: Activity from Junior Great Books Reading Journal	2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension. 2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment). 2.4 Evaluate new information and hypotheses by testing them against known information and ideas. 2.5 Compare and contrast information on the same topic after reading several passages or articles. <a href="#">CCSS.ELA-LITERACY.SL.4.1</a> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. <a href="#">CCSS.ELA-LITERACY.SL.4.1.A</a> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. <a href="#">CCSS.ELA-LITERACY.SL.4.1.B</a> Follow agreed-upon rules for discussions and carry out assigned roles. <a href="#">CCSS.ELA-LITERACY.SL.4.1.C</a> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. <a href="#">CCSS.ELA-LITERACY.SL.4.1.D</a> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
ELA Unit: Cricket in Times Square <i>(updated 2/13/19)</i>	Unit: 7 Weeks  During the course of this unit, use comprehension questions as apart of your unit to check for understanding and test the scholars periodically. Also include vocabulary and a variety of skills based activities to access prior knowledge and build a stronger level of understanding from the literature. Finally, include discussion questions and Socratic Seminars throughout the novel.	Engage the scholars in discusions <a href="#">CCSS.ELA-LITERACY.SL.4.1</a> Pose and respond to specific questions in the text <a href="#">CCSS.ELA-LITERACY.SL.4.1.C</a> <a href="#">CCSS.ELA-LITERACY.RL.4.1</a> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <a href="#">CCSS.ELA-LITERACY.RL.4.2</a> Determine a theme of a story, drama, or poem from details in the text; summarize the text. <a href="#">CCSS.ELA-LITERACY.RL.4.3</a>  Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). <a href="#">CCSS.ELA-LITERACY.RL.4.4</a> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology <a href="#">CCSS.ELA-LITERACY.RL.4.9</a> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.  <a href="#">CCSS.ELA-LITERACY.RF.4.3</a> Know and apply grade-level phonics and word analysis skills in decoding words. <a href="#">CCSS.ELA-LITERACY.RF.4.3.A</a> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <a href="#">CCSS.ELA-LITERACY.RF.4.4</a> Read with sufficient accuracy and fluency to support comprehension. <a href="#">CCSS.ELA-LITERACY.RF.4.4.A</a>

		<p>Read grade-level text with purpose and understanding.  <a href="#">CCSS.ELA-LITERACY.RF.4.4.C</a>  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>Key Ideas and Details:</b></p> <p><a href="#">CCSS.ELA-LITERACY.CCRA.R.1</a>  Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><a href="#">CCSS.ELA-LITERACY.CCRA.R.2</a>  Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><a href="#">CCSS.ELA-LITERACY.CCRA.R.3</a>  Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p><b>Craft and Structure:</b></p> <p><a href="#">CCSS.ELA-LITERACY.CCRA.R.4</a>  Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p><a href="#">CCSS.ELA-LITERACY.CCRA.R.5</a>  Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p><a href="#">CCSS.ELA-LITERACY.CCRA.R.6</a>  Assess how point of view or purpose shapes the content and style of a text.</p> <p><b>Integration of Knowledge and Ideas:</b></p> <p><a href="#">CCSS.ELA-LITERACY.CCRA.R.7</a>  Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.<sup>1</sup></p> <p><a href="#">CCSS.ELA-LITERACY.CCRA.R.8</a>  Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p><a href="#">CCSS.ELA-LITERACY.CCRA.R.9</a>  Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p><b>Range of Reading and Level of Text Complexity:</b></p> <p><a href="#">CCSS.ELA-LITERACY.CCRA.R.10</a>  Read and comprehend complex literary and informational texts independently and proficiently.</p>
<p>WOL: Chapter 1 Four Kinds of Sentences  (updated 2/12/19)</p>	<p>Lesson: Introduction  -Review WOL Songs  -Complete Activity  -Analyze Sentences  -Complete Practice Sheet  Lesson: A  -Review WOL Songs  -Complete Activity  -Analyze Sentences  -Complete Practice Sheet  Lesson: B  -Review WOL Songs</p>	<p><a href="#">CCSS.ELA-LITERACY.L.4.1.A</a>  Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.1.B</a>  Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.1.C</a>  Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.1.D</a>  Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.1.E</a></p>

Curriculum Map - Fourth Grade - ELA 4

	<ul style="list-style-type: none"> <li>-Complete Activity</li> <li>-Analyze Sentences</li> <li>-Complete Practice Sheet</li> <li>Lesson C:</li> <li>-Review WOL Songs</li> <li>-Complete Activity</li> <li>-Analyze Sentences</li> <li>-Complete Practice Sheet</li> <li>Lesson: Review</li> <li>-Review WOL Songs</li> <li>-Complete Activity</li> <li>-Analyze Sentences</li> <li>-Complete Practice Sheet</li> <li>-Quiz</li> </ul>	<p>Form and use prepositional phrases.  <a href="#">CCSS.ELA-LITERACY.L.4.1.F</a>                  Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*  <a href="#">CCSS.ELA-LITERACY.L.4.1.G</a>                  Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*  <a href="#">CCSS.ELA-LITERACY.L.4.2</a>                  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <a href="#">CCSS.ELA-LITERACY.L.4.2.A</a>                  Use correct capitalization.  <a href="#">CCSS.ELA-LITERACY.L.4.2.B</a>                  Use commas and quotation marks to mark direct speech and quotations from a text.  <a href="#">CCSS.ELA-LITERACY.L.4.2.C</a>                  Use a comma before a coordinating conjunction in a compound sentence.</p>
<p>WOL: Chapter 2 Subject and Predict                  (updated 2/12/19)</p>	<ul style="list-style-type: none"> <li>Lesson: Introduction</li> <li>-Review WOL Songs</li> <li>-Complete Activity</li> <li>-Analyze Sentences</li> <li>-Complete Practice Sheet</li> <li>Lesson: A</li> <li>-Review WOL Songs</li> <li>-Complete Activity</li> <li>-Analyze Sentences</li> <li>-Complete Practice Sheet</li> <li>Lesson: B</li> <li>-Review WOL Songs</li> <li>-Complete Activity</li> <li>-Analyze Sentences</li> <li>-Complete Practice Sheet</li> <li>Lesson C:</li> <li>-Review WOL Songs</li> <li>-Complete Activity</li> <li>-Analyze Sentences</li> <li>-Complete Practice Sheet</li> <li>Lesson: Review</li> <li>-Review WOL Songs</li> <li>-Complete Activity</li> <li>-Analyze Sentences</li> <li>-Complete Practice Sheet</li> <li>-Quiz</li> </ul>	<p><a href="#">CCSS.ELA-LITERACY.L.4.1.A</a>                  Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).  <a href="#">CCSS.ELA-LITERACY.L.4.1.B</a>                  Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.  <a href="#">CCSS.ELA-LITERACY.L.4.1.C</a>                  Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.  <a href="#">CCSS.ELA-LITERACY.L.4.1.D</a>                  Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).  <a href="#">CCSS.ELA-LITERACY.L.4.1.E</a>                  Form and use prepositional phrases.  <a href="#">CCSS.ELA-LITERACY.L.4.1.F</a>                  Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*  <a href="#">CCSS.ELA-LITERACY.L.4.1.G</a>                  Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*  <a href="#">CCSS.ELA-LITERACY.L.4.2</a>                  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <a href="#">CCSS.ELA-LITERACY.L.4.2.A</a>                  Use correct capitalization.  <a href="#">CCSS.ELA-LITERACY.L.4.2.B</a>                  Use commas and quotation marks to mark direct speech and quotations from a text.  <a href="#">CCSS.ELA-LITERACY.L.4.2.C</a>                  Use a comma before a coordinating conjunction in a compound sentence.</p>
<p>WOL: CH 3: Subject and Predicate Verb                  (updated 2/12/19)</p>	<ul style="list-style-type: none"> <li>Lesson: Introduction</li> <li>-Review WOL Songs</li> <li>-Complete Activity</li> <li>-Analyze Sentences</li> <li>-Complete Practice Sheet</li> <li>Lesson: A</li> <li>-Review WOL Songs</li> <li>-Complete Activity</li> <li>-Analyze Sentences</li> <li>-Complete Practice Sheet</li> <li>Lesson: B</li> <li>-Review WOL Songs</li> <li>-Complete Activity</li> <li>-Analyze Sentences</li> <li>-Complete Practice Sheet</li> <li>Lesson C:</li> <li>-Review WOL Songs</li> </ul>	<p><a href="#">CCSS.ELA-LITERACY.L.4.1.A</a>                  Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).  <a href="#">CCSS.ELA-LITERACY.L.4.1.B</a>                  Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.  <a href="#">CCSS.ELA-LITERACY.L.4.1.C</a>                  Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.  <a href="#">CCSS.ELA-LITERACY.L.4.1.D</a>                  Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).  <a href="#">CCSS.ELA-LITERACY.L.4.1.E</a>                  Form and use prepositional phrases.  <a href="#">CCSS.ELA-LITERACY.L.4.1.F</a>                  Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*  <a href="#">CCSS.ELA-LITERACY.L.4.1.G</a></p>

Curriculum Map - Fourth Grade - ELA 4

	<ul style="list-style-type: none"> <li>-Complete Activity</li> <li>-Analyze Sentences</li> <li>-Complete Practice Sheet</li> <li>Lesson: Review</li> <li>-Review WOL Songs</li> <li>-Complete Activity</li> <li>-Analyze Sentences</li> <li>-Complete Practice Sheet</li> <li>-Quiz</li> </ul>	<p>Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*  <a href="#">CCSS.ELA-LITERACY.L.4.2</a>                      Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <a href="#">CCSS.ELA-LITERACY.L.4.2.A</a>                      Use correct capitalization.  <a href="#">CCSS.ELA-LITERACY.L.4.2.B</a>                      Use commas and quotation marks to mark direct speech and quotations from a text.  <a href="#">CCSS.ELA-LITERACY.L.4.2.C</a>                      Use a comma before a coordinating conjunction in a compound sentence.</p>
<p>WOL: CH 4: Adverbs <i>(updated 2/12/19)</i></p>		<p><a href="#">CCSS.ELA-LITERACY.L.4.1.A</a>                      Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).  <a href="#">CCSS.ELA-LITERACY.L.4.1.B</a>                      Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.  <a href="#">CCSS.ELA-LITERACY.L.4.1.C</a>                      Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.  <a href="#">CCSS.ELA-LITERACY.L.4.1.D</a>                      Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).  <a href="#">CCSS.ELA-LITERACY.L.4.1.E</a>                      Form and use prepositional phrases.  <a href="#">CCSS.ELA-LITERACY.L.4.1.F</a>                      Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*  <a href="#">CCSS.ELA-LITERACY.L.4.1.G</a>                      Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*  <a href="#">CCSS.ELA-LITERACY.L.4.2</a>                      Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <a href="#">CCSS.ELA-LITERACY.L.4.2.A</a>                      Use correct capitalization.  <a href="#">CCSS.ELA-LITERACY.L.4.2.B</a>                      Use commas and quotation marks to mark direct speech and quotations from a text.  <a href="#">CCSS.ELA-LITERACY.L.4.2.C</a>                      Use a comma before a coordinating conjunction in a compound sentence.</p>
<p>WOL: CH 5: Adjectives <i>(updated 2/12/19)</i></p>	<p>Lesson: Introduction</p> <ul style="list-style-type: none"> <li>-Review WOL Songs</li> <li>-Complete Activity</li> <li>-Analyze Sentences</li> <li>-Complete Practice Sheet</li> </ul> <p>Lesson: A</p> <ul style="list-style-type: none"> <li>-Review WOL Songs</li> <li>-Complete Activity</li> <li>-Analyze Sentences</li> <li>-Complete Practice Sheet</li> </ul> <p>Lesson: B</p> <ul style="list-style-type: none"> <li>-Review WOL Songs</li> <li>-Complete Activity</li> <li>-Analyze Sentences</li> <li>-Complete Practice Sheet</li> </ul> <p>Lesson C:</p> <ul style="list-style-type: none"> <li>-Review WOL Songs</li> <li>-Complete Activity</li> <li>-Analyze Sentences</li> <li>-Complete Practice Sheet</li> </ul> <p>Lesson: Review</p> <ul style="list-style-type: none"> <li>-Review WOL Songs</li> </ul>	<p><a href="#">CCSS.ELA-LITERACY.L.4.1.A</a>                      Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).  <a href="#">CCSS.ELA-LITERACY.L.4.1.B</a>                      Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.  <a href="#">CCSS.ELA-LITERACY.L.4.1.C</a>                      Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.  <a href="#">CCSS.ELA-LITERACY.L.4.1.D</a>                      Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).  <a href="#">CCSS.ELA-LITERACY.L.4.1.E</a>                      Form and use prepositional phrases.  <a href="#">CCSS.ELA-LITERACY.L.4.1.F</a>                      Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*  <a href="#">CCSS.ELA-LITERACY.L.4.1.G</a>                      Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*  <a href="#">CCSS.ELA-LITERACY.L.4.2</a>                      Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <a href="#">CCSS.ELA-LITERACY.L.4.2.A</a></p>

**Curriculum Map - Fourth Grade - ELA 4**

	<p>-Complete Activity -Analyze Sentences -Complete Practice Sheet -Quiz</p>	<p>Use correct capitalization. <a href="#">CCSS.ELA-LITERACY.L.4.2.B</a> Use commas and quotation marks to mark direct speech and quotations from a text. <a href="#">CCSS.ELA-LITERACY.L.4.2.C</a> Use a comma before a coordinating conjunction in a compound sentence.</p>
<p>ELA Unit: Junior Great Books  <i>(updated 2/12/19)</i></p>	<p>Unit: 3 Weeks Junior Great Book Stories- The Gold Coin, Tuesday the Other June, and Prot and Krot Lesson 1: Read Aloud Whole Group Lesson 2: Read With partners. Provide a Focus question Lesson 3: Develop discussion questions Lesson 4: Class Discussion Lesson 5: Activity from Junior Great Books Reading Journal</p>	<p>2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension. 2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment). 2.4 Evaluate new information and hypotheses by testing them against known information and ideas. 2.5 Compare and contrast information on the same topic after reading several passages or articles. <a href="#">CCSS.ELA-LITERACY.SL.4.1</a> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly. <a href="#">CCSS.ELA-LITERACY.SL.4.1.A</a> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. <a href="#">CCSS.ELA-LITERACY.SL.4.1.B</a> Follow agreed-upon rules for discussions and carry out assigned roles. <a href="#">CCSS.ELA-LITERACY.SL.4.1.C</a> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. <a href="#">CCSS.ELA-LITERACY.SL.4.1.D</a> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
<p>Writing Unit: Informative  <i>(updated 2/12/19)</i></p>	<p>Assign a topic tied to the current curriculum in history or science or provide a list of possible options from 4th grade curriculum. Refer to the TPT Informative Writing Packet to break apart each lesson of the unit. Provide a rubric and writing samples as scholars revise their final work.</p>	<p><a href="#">CCSS.ELA-LITERACY.W.4.1</a> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <a href="#">CCSS.ELA-LITERACY.W.4.1.A</a> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. <a href="#">CCSS.ELA-LITERACY.W.4.1.B</a> Provide reasons that are supported by facts and details. <a href="#">CCSS.ELA-LITERACY.W.4.1.C</a> Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). <a href="#">CCSS.ELA-LITERACY.W.4.1.D</a> Provide a concluding statement or section related to the opinion presented. <a href="#">CCSS.ELA-LITERACY.W.4.2</a> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <a href="#">CCSS.ELA-LITERACY.W.4.2.A</a> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. <a href="#">CCSS.ELA-LITERACY.W.4.2.B</a> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. <a href="#">CCSS.ELA-LITERACY.W.4.2.C</a> Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). <a href="#">CCSS.ELA-LITERACY.W.4.2.D</a> Use precise language and domain-specific vocabulary to inform about or explain the topic. <a href="#">CCSS.ELA-LITERACY.W.4.2.E</a></p>

Provide a concluding statement or section related to the information or explanation presented.

[CCSS.ELA-LITERACY.W.4.4](#)

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

[CCSS.ELA-LITERACY.W.4.5](#)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 [here](#).)

[CCSS.ELA-LITERACY.W.4.6](#)

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

[CCSS.ELA-LITERACY.W.4.7](#)

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

[CCSS.ELA-LITERACY.W.4.8](#)

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

[CCSS.ELA-LITERACY.W.4.9](#)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS.ELA-LITERACY.CCRA.W.4](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-LITERACY.CCRA.W.5](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

[CCSS.ELA-LITERACY.CCRA.W.6](#)

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### **Research to Build and Present Knowledge:**

[CCSS.ELA-LITERACY.CCRA.W.7](#)

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

[CCSS.ELA-LITERACY.CCRA.W.8](#)

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

[CCSS.ELA-LITERACY.CCRA.W.9](#)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### **Range of Writing:**

[CCSS.ELA-LITERACY.CCRA.W.10](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Writing Rhetoric Book 3:  
Narrative II- Lesson 1:  
What makes a Story a  
Story?

*(updated 2/12/19)*

Read the Literary Passage and complete the comprehension,  
vocabulary and writing prompts.

[CCSS.ELA-LITERACY.RL.4.1](#)

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-LITERACY.RL.4.2](#)

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

[CCSS.ELA-LITERACY.RL.4.3](#)

		<p>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).  <a href="#">CCSS.ELA-LITERACY.RL.4.4</a></p> <p>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).  <a href="#">CCSS.ELA-LITERACY.RL.4.5</a></p> <p>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.  <a href="#">CCSS.ELA-LITERACY.RL.4.6</a></p> <p>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.  <a href="#">CCSS.ELA-LITERACY.RL.4.7</a></p> <p>Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.  <a href="#">CCSS.ELA-LITERACY.RL.4.8</a>  (RL.4.8 not applicable to literature)  <a href="#">CCSS.ELA-LITERACY.RL.4.9</a></p> <p>Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.  <a href="#">CCSS.ELA-LITERACY.RL.4.10</a></p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p>Writing Rhetoric Book 3:  Narrative II Ch 2: A review of Narrative Types</p> <p><i>(updated 2/12/19)</i></p>	<p>Read the Literary Passage and complete the comprehension, vocabulary and writing prompts.</p>	<p><a href="#">CCSS.ELA-LITERACY.RL.4.1</a></p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  <a href="#">CCSS.ELA-LITERACY.RL.4.2</a></p> <p>Determine a theme of a story, drama, or poem from details in the text; summarize the text.  <a href="#">CCSS.ELA-LITERACY.RL.4.3</a></p> <p>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).  <a href="#">CCSS.ELA-LITERACY.RL.4.4</a></p> <p>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).  <a href="#">CCSS.ELA-LITERACY.RL.4.5</a></p> <p>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.  <a href="#">CCSS.ELA-LITERACY.RL.4.6</a></p> <p>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.  <a href="#">CCSS.ELA-LITERACY.RL.4.7</a></p> <p>Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.  <a href="#">CCSS.ELA-LITERACY.RL.4.8</a>  (RL.4.8 not applicable to literature)  <a href="#">CCSS.ELA-LITERACY.RL.4.9</a></p> <p>Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.  <a href="#">CCSS.ELA-LITERACY.RL.4.10</a></p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with</p>

<p>Writing Rhetoric Book 3: Narrative II Ch. 3: Fable Refresher</p> <p><i>(updated 2/12/19)</i></p>	<p>Read the Literary Passage and complete the comprehension, vocabulary and writing prompts.</p>	<p>scaffolding as needed at the high end of the range.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.1</a> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.2</a> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.3</a> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.4</a> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.5</a> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.6</a> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.7</a> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.8</a> (RL.4.8 not applicable to literature)</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.9</a> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.10</a> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p>Writing Rhetoric Book 3: Narrative II Ch. 4 Outlining a narrative</p> <p><i>(updated 2/12/19)</i></p>	<p>Read the Literary Passage and complete the comprehension, vocabulary and writing prompts.</p>	<p><a href="#">CCSS.ELA-LITERACY.RL.4.1</a> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.2</a> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.3</a> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.4</a> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.5</a> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.6</a> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.7</a> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>



**Curriculum Map - Fourth Grade - ELA 4**

		<p><a href="#">CCSS.ELA-LITERACY.RL.4.8</a> (RL.4.8 not applicable to literature)</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.9</a> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.10</a> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p>Writing Rhetoric Book 3: Narrative II Ch.5: Story Beginnings</p> <p><i>(updated 2/12/19)</i></p>	<p>Read the Literary Passage and complete the comprehension, vocabulary and writing prompts.</p>	<p><a href="#">CCSS.ELA-LITERACY.RL.4.1</a> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.2</a> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.3</a> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.4</a> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.5</a> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.6</a> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.7</a> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.8</a> (RL.4.8 not applicable to literature)</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.9</a> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.10</a> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p><b>Unit</b></p>	<p><b>Content</b></p>	<p><b>Skills</b></p>
<p>Quarter 2</p>		
<p>Words Their Way</p> <p><i>(updated 2/13/19)</i></p>	<p>Level the scholars based upon spelling skills. Teach root words, prefixes, affixes, phonograms, blends, diagraphs and spelling patterns in words.</p>	<p><a href="#">CCSS.ELA-LITERACY.L.4.2.D</a> Spell grade-appropriate words correctly, consulting references as needed.</p>
<p>ELA Unit: Island of the Blue Dolphins</p> <p><i>(updated 2/13/19)</i></p>	<p>Unit: 8 Weeks Island of the Blue Dolphins Novel During the course of this unit, use comprehension questions as apart of your unit to check for understanding and test the scholars periodically. Also include vocabulary and a variety of skills based activities to access prior knowledge and build a stronger level of understanding from the literature. Finally, include discussion questions and Socratic Seminars throughout the novel.</p>	<p>Engage the scholars in discusisons <a href="#">CCSS.ELA-LITERACY.SL.4.1</a> Pose and respond to specific questions in the text <a href="#">CCSS.ELA-LITERACY.SL.4.1.C</a></p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.1</a> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.2</a> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.3</a></p>

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

[CCSS.ELA-LITERACY.RL.4.4](#)

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology

[CCSS.ELA-LITERACY.RL.4.9](#)

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

[CCSS.ELA-LITERACY.RF.4.3](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

[CCSS.ELA-LITERACY.RF.4.3.A](#)

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

[CCSS.ELA-LITERACY.RF.4.4](#)

Read with sufficient accuracy and fluency to support comprehension.

[CCSS.ELA-LITERACY.RF.4.4.A](#)

Read grade-level text with purpose and understanding.

[CCSS.ELA-LITERACY.RF.4.4.C](#)

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### **Key Ideas and Details:**

[CCSS.ELA-LITERACY.CCRA.R.1](#)

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

[CCSS.ELA-LITERACY.CCRA.R.2](#)

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

[CCSS.ELA-LITERACY.CCRA.R.3](#)

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

#### **Craft and Structure:**

[CCSS.ELA-LITERACY.CCRA.R.4](#)

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

[CCSS.ELA-LITERACY.CCRA.R.5](#)

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

[CCSS.ELA-LITERACY.CCRA.R.6](#)

Assess how point of view or purpose shapes the content and style of a text.

#### **Integration of Knowledge and Ideas:**

[CCSS.ELA-LITERACY.CCRA.R.7](#)

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.<sup>1</sup>

[CCSS.ELA-LITERACY.CCRA.R.8](#)

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

[CCSS.ELA-LITERACY.CCRA.R.9](#)

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

		<p><b>Range of Reading and Level of Text Complexity:</b></p> <p><a href="#">CCSS.ELA-LITERACY.CCRA.R.10</a> Read and comprehend complex literary and informational texts independently and proficiently.</p>
<p>ELA Unit: Junior Great Books <i>(updated 2/12/19)</i></p>	<p>Unit: 2 Weeks Junior Great Books- Beauty and the Beast Lesson 1: Read Aloud Whole Group Lesson 2: Read With partners. Provide a Focus question Lesson 3: Develop discussion questions Lesson 4: Class Discussion Lesson 5: Activity from Junior Great Books Reading Journal Junior Great Books- The Blackberry Pick Lesson 1: Read Aloud Whole Group Lesson 2: Read With partners. Provide a Focus question Lesson 3: Develop discussion questions Lesson 4: Class Discussion Lesson 5: Activity from Junior Great Books Reading Journal</p>	<p>2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension. 2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment). 2.4 Evaluate new information and hypotheses by testing them against known information and ideas. 2.5 Compare and contrast information on the same topic after reading several passages or articles. <a href="#">CCSS.ELA-LITERACY.SL.4.1</a> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly. <a href="#">CCSS.ELA-LITERACY.SL.4.1.A</a> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. <a href="#">CCSS.ELA-LITERACY.SL.4.1.B</a> Follow agreed-upon rules for discussions and carry out assigned roles. <a href="#">CCSS.ELA-LITERACY.SL.4.1.C</a> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. <a href="#">CCSS.ELA-LITERACY.SL.4.1.D</a> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
<p>WOL: CH 6: Direct Objects <i>(updated 2/12/19)</i></p>	<p>Lesson: Introduction -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet Lesson: A -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet Lesson: B -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet Lesson C: -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet Lesson: Review -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet -Quiz</p>	<p><a href="#">CCSS.ELA-LITERACY.L.4.1.A</a> Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). <a href="#">CCSS.ELA-LITERACY.L.4.1.B</a> Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. <a href="#">CCSS.ELA-LITERACY.L.4.1.C</a> Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. <a href="#">CCSS.ELA-LITERACY.L.4.1.D</a> Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). <a href="#">CCSS.ELA-LITERACY.L.4.1.E</a> Form and use prepositional phrases. <a href="#">CCSS.ELA-LITERACY.L.4.1.F</a> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* <a href="#">CCSS.ELA-LITERACY.L.4.1.G</a> Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).* <a href="#">CCSS.ELA-LITERACY.L.4.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <a href="#">CCSS.ELA-LITERACY.L.4.2.A</a> Use correct capitalization. <a href="#">CCSS.ELA-LITERACY.L.4.2.B</a> Use commas and quotation marks to mark direct speech and quotations from a text. <a href="#">CCSS.ELA-LITERACY.L.4.2.C</a> Use a comma before a coordinating conjunction in a compound sentence.</p>

<p>WOL: CH 7: Subject Pronouns <i>(updated 2/12/19)</i></p>	<p>Lesson: Introduction -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet Lesson: A -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet Lesson: B -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet Lesson C: -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet Lesson: Review -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet -Quiz</p>	<p><a href="#">CCSS.ELA-LITERACY.L.4.1.A</a> Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). <a href="#">CCSS.ELA-LITERACY.L.4.1.B</a> Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. <a href="#">CCSS.ELA-LITERACY.L.4.1.C</a> Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. <a href="#">CCSS.ELA-LITERACY.L.4.1.D</a> Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). <a href="#">CCSS.ELA-LITERACY.L.4.1.E</a> Form and use prepositional phrases. <a href="#">CCSS.ELA-LITERACY.L.4.1.F</a> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* <a href="#">CCSS.ELA-LITERACY.L.4.1.G</a> Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).* <a href="#">CCSS.ELA-LITERACY.L.4.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <a href="#">CCSS.ELA-LITERACY.L.4.2.A</a> Use correct capitalization. <a href="#">CCSS.ELA-LITERACY.L.4.2.B</a> Use commas and quotation marks to mark direct speech and quotations from a text. <a href="#">CCSS.ELA-LITERACY.L.4.2.C</a> Use a comma before a coordinating conjunction in a compound sentence.</p>
<p>WOL: CH 8: Interrogative Sentences Subject Pronouns and Helping Verbs <i>(updated 2/12/19)</i></p>	<p>Lesson: Introduction -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet Lesson: A -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet Lesson: B -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet Lesson C: -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet Lesson: Review -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet -Quiz</p>	<p><a href="#">CCSS.ELA-LITERACY.L.4.1.A</a> Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). <a href="#">CCSS.ELA-LITERACY.L.4.1.B</a> Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. <a href="#">CCSS.ELA-LITERACY.L.4.1.C</a> Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. <a href="#">CCSS.ELA-LITERACY.L.4.1.D</a> Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). <a href="#">CCSS.ELA-LITERACY.L.4.1.E</a> Form and use prepositional phrases. <a href="#">CCSS.ELA-LITERACY.L.4.1.F</a> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* <a href="#">CCSS.ELA-LITERACY.L.4.1.G</a> Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).* <a href="#">CCSS.ELA-LITERACY.L.4.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <a href="#">CCSS.ELA-LITERACY.L.4.2.A</a> Use correct capitalization. <a href="#">CCSS.ELA-LITERACY.L.4.2.B</a> Use commas and quotation marks to mark direct speech and quotations from a text. <a href="#">CCSS.ELA-LITERACY.L.4.2.C</a> Use a comma before a coordinating conjunction in a compound sentence.</p>

<p>WOL: (Start Book 1B) Ch 1: Object Pronouns</p> <p><i>(updated 2/12/19)</i></p>	<p>Lesson: Introduction -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet Lesson: A -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet Lesson: B -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet Lesson C: -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet Lesson: Review -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet -Quiz</p>	<p><a href="#">CCSS.ELA-LITERACY.L.4.1.A</a> Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.1.B</a> Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.1.C</a> Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.1.D</a> Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.1.E</a> Form and use prepositional phrases.</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.1.F</a> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.1.G</a> Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.2.A</a> Use correct capitalization.</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.2.B</a> Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.2.C</a> Use a comma before a coordinating conjunction in a compound sentence.</p>
<p>Writing Unit: Opinion</p> <p><i>(updated 2/12/19)</i></p>	<p>Unit: 9 Weeks Opinion Writing- Provide a topic of your choice Using the TPT packet to pace each lesson Provide a rubric and writing samples for the scholars drafts</p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><a href="#">CCSS.ELA-LITERACY.W.4.1.A</a> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p><a href="#">CCSS.ELA-LITERACY.W.4.1.B</a> Provide reasons that are supported by facts and details.</p> <p><a href="#">CCSS.ELA-LITERACY.W.4.1.C</a> Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p><a href="#">CCSS.ELA-LITERACY.W.4.1.D</a> Provide a concluding statement or section related to the opinion presented.</p> <p><a href="#">CCSS.ELA-LITERACY.W.4.4</a> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><a href="#">CCSS.ELA-LITERACY.W.4.5</a> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 <a href="#">here</a>.)</p> <p><a href="#">CCSS.ELA-LITERACY.W.4.6</a> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p><a href="#">CCSS.ELA-LITERACY.W.4.10</a> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

<p>Writing Rhetoric Book 3: Narrative II Ch.6: Main Character</p> <p><i>(updated 2/12/19)</i></p>	<p>Read the Literary Passage and complete the comprehension, vocabulary and writing prompts.</p>	<p><a href="#">CCSS.ELA-LITERACY.RL.4.1</a> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.2</a> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.3</a> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.4</a> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.5</a> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.6</a> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.7</a> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.8</a> (RL.4.8 not applicable to literature)</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.9</a> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.10</a> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p>Writing Rhetoric Book 3: Narrative II Ch. 7 Opposing Character</p> <p><i>(updated 2/12/19)</i></p>	<p>Read the Literary Passage and complete the comprehension, vocabulary and writing prompts.</p>	<p><a href="#">CCSS.ELA-LITERACY.RL.4.1</a> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.2</a> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.3</a> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.4</a> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.5</a> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.6</a> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.7</a> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.8</a> (RL.4.8 not applicable to literature)</p>

		<p><a href="#">CCSS.ELA-LITERACY.RL.4.9</a> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.10</a> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p>Writing Rhetoric Book 3: Narrative II Ch. 8 Historical Narrative</p> <p><i>(updated 2/12/19)</i></p>	<p>Read the Literary Passage and complete the comprehension, vocabulary and writing prompts.</p>	<p><a href="#">CCSS.ELA-LITERACY.RL.4.1</a> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.2</a> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.3</a> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.4</a> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.5</a> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.6</a> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.7</a> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.8</a> (RL.4.8 not applicable to literature)</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.9</a> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.10</a> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p>Writing Rhetoric Book 3: Narrative II Ch. 9: The Five Ws</p> <p><i>(updated 2/12/19)</i></p>		<p><a href="#">CCSS.ELA-LITERACY.RL.4.1</a> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.2</a> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.3</a> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.4</a> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.5</a> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>

**Curriculum Map - Fourth Grade - ELA 4**

		<p><a href="#">CCSS.ELA-LITERACY.RL.4.6</a> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.7</a> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.8</a> (RL.4.8 not applicable to literature)</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.9</a> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.10</a> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
Unit	Content	Skills
Quarter 3		
<p>Words Their Way <i>(updated 2/13/19)</i></p>	<p>Level the scholars based upon spelling skills. Teach root words, prefixes, affixes, phonograms, blends, diagraphs and spelling patterns in words.</p>	<p><a href="#">CCSS.ELA-LITERACY.L.4.2.D</a> Spell grade-appropriate words correctly, consulting references as needed.</p>
<p>ELA Unit: By the Great Horn Spoon <i>(updated 2/13/19)</i></p>	<p>Unit: 8 Weeks By the Great Horn Spoon! During the course of this unit, use comprehension questions as apart of your unit to check for understanding and test the scholars periodically. Also include vocabulary and a variety of skills based activities to access prior knowledge and build a stronger level of understanding from the literature. Finally, include discussion questions and Socratic Seminars throughout the novel.</p>	<p>Engage the scholars in discusions <a href="#">CCSS.ELA-LITERACY.SL.4.1</a> Pose and respond to specific questions in the text <a href="#">CCSS.ELA-LITERACY.SL.4.1.C</a> <a href="#">CCSS.ELA-LITERACY.RL.4.1</a> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <a href="#">CCSS.ELA-LITERACY.RL.4.2</a> Determine a theme of a story, drama, or poem from details in the text; summarize the text. <a href="#">CCSS.ELA-LITERACY.RL.4.3</a></p> <p>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). <a href="#">CCSS.ELA-LITERACY.RL.4.4</a> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology <a href="#">CCSS.ELA-LITERACY.RL.4.9</a> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p><a href="#">CCSS.ELA-LITERACY.RF.4.3</a> Know and apply grade-level phonics and word analysis skills in decoding words. <a href="#">CCSS.ELA-LITERACY.RF.4.3.A</a> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <a href="#">CCSS.ELA-LITERACY.RF.4.4</a> Read with sufficient accuracy and fluency to support comprehension. <a href="#">CCSS.ELA-LITERACY.RF.4.4.A</a> Read grade-level text with purpose and understanding. <a href="#">CCSS.ELA-LITERACY.RF.4.4.C</a> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>Key Ideas and Details:</b></p> <p><a href="#">CCSS.ELA-LITERACY.CCRA.R.1</a> Read closely to determine what the text says explicitly and to make logical</p>



inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

[CCSS.ELA-LITERACY.CCRA.R.2](#)

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

[CCSS.ELA-LITERACY.CCRA.R.3](#)

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

#### **Craft and Structure:**

[CCSS.ELA-LITERACY.CCRA.R.4](#)

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

[CCSS.ELA-LITERACY.CCRA.R.5](#)

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

[CCSS.ELA-LITERACY.CCRA.R.6](#)

Assess how point of view or purpose shapes the content and style of a text.

#### **Integration of Knowledge and Ideas:**

[CCSS.ELA-LITERACY.CCRA.R.7](#)

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.<sup>1</sup>

[CCSS.ELA-LITERACY.CCRA.R.8](#)

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

[CCSS.ELA-LITERACY.CCRA.R.9](#)

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### **Range of Reading and Level of Text Complexity:**

[CCSS.ELA-LITERACY.CCRA.R.10](#)

Read and comprehend complex literary and informational texts independently and proficiently.

WOL: 1B: CH 2 Pronoun Review

(updated 2/12/19)

Lesson: Introduction

-Review WOL Songs

-Complete Activity

-Analyze Sentences

-Complete Practice Sheet

Lesson: A

-Review WOL Songs

-Complete Activity

-Analyze Sentences

-Complete Practice Sheet

Lesson: B

-Review WOL Songs

-Complete Activity

-Analyze Sentences

-Complete Practice Sheet

Lesson C:

-Review WOL Songs

-Complete Activity

-Analyze Sentences

-Complete Practice Sheet

Lesson: Review

[CCSS.ELA-LITERACY.L.4.1.A](#)

Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

[CCSS.ELA-LITERACY.L.4.1.B](#)

Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.

[CCSS.ELA-LITERACY.L.4.1.C](#)

Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.

[CCSS.ELA-LITERACY.L.4.1.D](#)

Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).

[CCSS.ELA-LITERACY.L.4.1.E](#)

Form and use prepositional phrases.

[CCSS.ELA-LITERACY.L.4.1.F](#)

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*

[CCSS.ELA-LITERACY.L.4.1.G](#)

Correctly use frequently confused words (e.g., *to, too, two; there, their*).\*

[CCSS.ELA-LITERACY.L.4.2](#)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Curriculum Map - Fourth Grade - ELA 4

	<ul style="list-style-type: none"> <li>-Review WOL Songs</li> <li>-Complete Activity</li> <li>-Analyze Sentences</li> <li>-Complete Practice Sheet</li> <li>-Quiz</li> </ul>	<p><a href="#">CCSS.ELA-LITERACY.L.4.2.A</a> Use correct capitalization.</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.2.B</a> Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.2.C</a> Use a comma before a coordinating conjunction in a compound sentence.</p>
<p>WOL: 1B: CH 3: Prepositional Phrases:Adverbial  (updated 2/12/19)</p>	<p>Lesson: Introduction</p> <ul style="list-style-type: none"> <li>-Review WOL Songs</li> <li>-Complete Activity</li> <li>-Analyze Sentences</li> <li>-Complete Practice Sheet</li> </ul> <p>Lesson: A</p> <ul style="list-style-type: none"> <li>-Review WOL Songs</li> <li>-Complete Activity</li> <li>-Analyze Sentences</li> <li>-Complete Practice Sheet</li> </ul> <p>Lesson: B</p> <ul style="list-style-type: none"> <li>-Review WOL Songs</li> <li>-Complete Activity</li> <li>-Analyze Sentences</li> <li>-Complete Practice Sheet</li> </ul> <p>Lesson C:</p> <ul style="list-style-type: none"> <li>-Review WOL Songs</li> <li>-Complete Activity</li> <li>-Analyze Sentences</li> <li>-Complete Practice Sheet</li> </ul> <p>Lesson: Review</p> <ul style="list-style-type: none"> <li>-Review WOL Songs</li> <li>-Complete Activity</li> <li>-Analyze Sentences</li> <li>-Complete Practice Sheet</li> <li>-Quiz</li> </ul>	<p><a href="#">CCSS.ELA-LITERACY.L.4.1.A</a> Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.1.B</a> Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.1.C</a> Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.1.D</a> Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.1.E</a> Form and use prepositional phrases.</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.1.F</a> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.1.G</a> Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.2.A</a> Use correct capitalization.</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.2.B</a> Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.2.C</a> Use a comma before a coordinating conjunction in a compound sentence.</p>
<p>WOL: 1B: CH 4: Introductory Prepositional Phrases  (updated 2/12/19)</p>	<p>Lesson: Introduction</p> <ul style="list-style-type: none"> <li>-Review WOL Songs</li> <li>-Complete Activity</li> <li>-Analyze Sentences</li> <li>-Complete Practice Sheet</li> </ul> <p>Lesson: A</p> <ul style="list-style-type: none"> <li>-Review WOL Songs</li> <li>-Complete Activity</li> <li>-Analyze Sentences</li> <li>-Complete Practice Sheet</li> </ul> <p>Lesson: B</p> <ul style="list-style-type: none"> <li>-Review WOL Songs</li> <li>-Complete Activity</li> <li>-Analyze Sentences</li> <li>-Complete Practice Sheet</li> </ul> <p>Lesson C:</p> <ul style="list-style-type: none"> <li>-Review WOL Songs</li> <li>-Complete Activity</li> <li>-Analyze Sentences</li> <li>-Complete Practice Sheet</li> </ul> <p>Lesson: Review</p> <ul style="list-style-type: none"> <li>-Review WOL Songs</li> <li>-Complete Activity</li> <li>-Analyze Sentences</li> <li>-Complete Practice Sheet</li> <li>-Quiz</li> </ul>	<p><a href="#">CCSS.ELA-LITERACY.L.4.1.A</a> Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.1.B</a> Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.1.C</a> Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.1.D</a> Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.1.E</a> Form and use prepositional phrases.</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.1.F</a> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.1.G</a> Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.2.A</a> Use correct capitalization.</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.2.B</a> Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.2.C</a></p>

<p>WOL: 1B: CH 5: Compound Subjects (updated 2/12/19)</p>	<p>Lesson: Introduction -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet Lesson: A -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet Lesson: B -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet Lesson C: -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet Lesson: Review -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet -Quiz</p>	<p>CCSS.ELA-LITERACY.L.4.2.C Use a comma before a coordinating conjunction in a compound sentence.</p> <p>CCSS.ELA-LITERACY.L.4.1.A Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>CCSS.ELA-LITERACY.L.4.1.B Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>CCSS.ELA-LITERACY.L.4.1.C Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>CCSS.ELA-LITERACY.L.4.1.D Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>CCSS.ELA-LITERACY.L.4.1.E Form and use prepositional phrases.</p> <p>CCSS.ELA-LITERACY.L.4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>CCSS.ELA-LITERACY.L.4.1.G Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</p> <p>CCSS.ELA-LITERACY.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-LITERACY.L.4.2.A Use correct capitalization.</p> <p>CCSS.ELA-LITERACY.L.4.2.B Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>CCSS.ELA-LITERACY.L.4.2.C Use a comma before a coordinating conjunction in a compound sentence.</p>
<p>WOL: 1B: CH 6: Compound Verbs (updated 2/12/19)</p>	<p>Lesson: Introduction -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet Lesson: A -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet Lesson: B -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet Lesson C: -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet Lesson: Review -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet -Quiz</p>	<p>CCSS.ELA-LITERACY.L.4.1.A Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>CCSS.ELA-LITERACY.L.4.1.B Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>CCSS.ELA-LITERACY.L.4.1.C Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>CCSS.ELA-LITERACY.L.4.1.D Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>CCSS.ELA-LITERACY.L.4.1.E Form and use prepositional phrases.</p> <p>CCSS.ELA-LITERACY.L.4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>CCSS.ELA-LITERACY.L.4.1.G Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</p> <p>CCSS.ELA-LITERACY.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-LITERACY.L.4.2.A Use correct capitalization.</p> <p>CCSS.ELA-LITERACY.L.4.2.B Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>CCSS.ELA-LITERACY.L.4.2.C Use a comma before a coordinating conjunction in a compound sentence.</p>

<p>WOL: 1B: CH 7: Compound Direct Objects <i>(updated 2/12/19)</i></p>	<p>Lesson: Introduction -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet Lesson: A -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet Lesson: B -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet Lesson C: -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet Lesson: Review -Review WOL Songs -Complete Activity -Analyze Sentences -Complete Practice Sheet -Quiz</p>	<p><a href="#">CCSS.ELA-LITERACY.L.4.1.A</a> Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). <a href="#">CCSS.ELA-LITERACY.L.4.1.B</a> Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. <a href="#">CCSS.ELA-LITERACY.L.4.1.C</a> Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. <a href="#">CCSS.ELA-LITERACY.L.4.1.D</a> Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). <a href="#">CCSS.ELA-LITERACY.L.4.1.E</a> Form and use prepositional phrases. <a href="#">CCSS.ELA-LITERACY.L.4.1.F</a> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* <a href="#">CCSS.ELA-LITERACY.L.4.1.G</a> Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).* <a href="#">CCSS.ELA-LITERACY.L.4.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <a href="#">CCSS.ELA-LITERACY.L.4.2.A</a> Use correct capitalization. <a href="#">CCSS.ELA-LITERACY.L.4.2.B</a> Use commas and quotation marks to mark direct speech and quotations from a text. <a href="#">CCSS.ELA-LITERACY.L.4.2.C</a> Use a comma before a coordinating conjunction in a compound sentence.</p>
<p>Writing Unit: Fictional Narrative <i>(updated 2/12/19)</i></p>	<p>Unit: 9 Weeks Fictional Narrative</p> <ul style="list-style-type: none"> <li>● Writing Prompt- Provide the following prompt at the beginning of the year to use as a baseline. "Write a short story on one special event over summer break. Think of something fun that took place or an event that was memorable. Please write between one and two pages."</li> <li>● Using this prompt, you will use the Lucy Caulkins as your guide to introduce the Fictional Narrative topic- Small Moment</li> <li>● Use your work samples to model each stage of the process</li> <li>● Mentor Text provided.</li> <li>● Provide a Rubric and writing examples for their drafts.</li> </ul>	<p><a href="#">CCSS.ELA-LITERACY.W.4.3</a> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <a href="#">CCSS.ELA-LITERACY.W.4.3.A</a> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <a href="#">CCSS.ELA-LITERACY.W.4.3.B</a> Use dialogue and description to develop experiences and events or show the responses of characters to situations. <a href="#">CCSS.ELA-LITERACY.W.4.3.C</a> Use a variety of transitional words and phrases to manage the sequence of events. <a href="#">CCSS.ELA-LITERACY.W.4.3.D</a> Use concrete words and phrases and sensory details to convey experiences and events precisely. <a href="#">CCSS.ELA-LITERACY.W.4.3.E</a> Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>Production and Distribution of Writing:</b></p> <p><a href="#">CCSS.ELA-LITERACY.W.4.4</a> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) <a href="#">CCSS.ELA-LITERACY.W.4.5</a> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 <a href="#">here</a>.) <a href="#">CCSS.ELA-LITERACY.W.4.6</a> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>

**Research to Build and Present Knowledge:**[CCSS.ELA-LITERACY.W.4.7](#)

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

[CCSS.ELA-LITERACY.W.4.8](#)

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

[CCSS.ELA-LITERACY.W.4.9](#)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS.ELA-LITERACY.W.4.9.A](#)

Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

[CCSS.ELA-LITERACY.W.4.9.B](#)

Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

**Range of Writing:**[CCSS.ELA-LITERACY.W.4.10](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[CCSS.ELA-LITERACY.CCRA.W.3](#)

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**Production and Distribution of Writing:**[CCSS.ELA-LITERACY.CCRA.W.4](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-LITERACY.CCRA.W.5](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

[CCSS.ELA-LITERACY.CCRA.W.6](#)

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

[CCSS.ELA-LITERACY.CCRA.W.4](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-LITERACY.CCRA.W.5](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Writing Rhetoric Book 3:  
Narrative II Ch. 10: The  
Making of a Legend

(updated 2/12/19)

Read the Literary Passage and complete the comprehension,  
vocabulary and writing prompts.

[CCSS.ELA-LITERACY.RL.4.1](#)

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-LITERACY.RL.4.2](#)

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

[CCSS.ELA-LITERACY.RL.4.3](#)

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

[CCSS.ELA-LITERACY.RL.4.4](#)

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).

		<p><a href="#">CCSS.ELA-LITERACY.RL.4.5</a> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.6</a> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.7</a> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.8</a> (RL.4.8 not applicable to literature)</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.9</a> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.10</a> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p>Writing Rhetoric Book 3: Narrative II Ch. 11 Write your Own Story</p> <p><i>(updated 2/12/19)</i></p>	<p>Read the Literary Passage and complete the comprehension, vocabulary and writing prompts.</p>	<p><a href="#">CCSS.ELA-LITERACY.RL.4.1</a> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.2</a> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.3</a> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.4</a> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.5</a> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.6</a> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.7</a> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.8</a> (RL.4.8 not applicable to literature)</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.9</a> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.10</a> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>

<p>Writing Rhetoric Book 4: Chreia &amp; Proverb Ch. 1 What in the World is a Chreia?</p> <p><i>(updated 2/12/19)</i></p>	<p>Read the Literary Passage and complete the comprehension, vocabulary and writing prompts.</p>	<p><a href="#">CCSS.ELA-LITERACY.RL.4.1</a> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.2</a> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.3</a> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.4</a> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.5</a> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.6</a> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.7</a> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.8</a> (RL.4.8 not applicable to literature)</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.9</a> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.10</a> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p>Writing Rhetoric Book 4: Chreia &amp; Proverb Ch. 2: Literal and Figurative Language</p> <p><i>(updated 2/12/19)</i></p>	<p>Read the Literary Passage and complete the comprehension, vocabulary and writing prompts.</p>	<p><a href="#">CCSS.ELA-LITERACY.RL.4.1</a> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.2</a> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.3</a> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.4</a> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.5</a> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.6</a> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.7</a> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.8</a> (RL.4.8 not applicable to literature)</p>

		<p><a href="#">CCSS.ELA-LITERACY.RL.4.9</a> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.10</a> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p>Writing Rhetoric Book 4: Chreia &amp; Proverb Ch. 3 Creating a Paragraph</p> <p><i>(updated 2/12/19)</i></p>	<p>Read the Literary Passage and complete the comprehension, vocabulary and writing prompts.</p>	<p><a href="#">CCSS.ELA-LITERACY.RL.4.1</a> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.2</a> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.3</a> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.4</a> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.5</a> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.6</a> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.7</a> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.8</a> (RL.4.8 not applicable to literature)</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.9</a> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.10</a> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p>Writing Rhetoric Book 4: Chreia &amp; Proverb Ch. 4: First Chreia King Solomon</p> <p><i>(updated 2/12/19)</i></p>	<p>Read the Literary Passage and complete the comprehension, vocabulary and writing prompts.</p>	<p><a href="#">CCSS.ELA-LITERACY.RL.4.1</a> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.2</a> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.3</a> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.4</a> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.5</a> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>



**Curriculum Map - Fourth Grade - ELA 4**

		<p><a href="#">CCSS.ELA-LITERACY.RL.4.6</a> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.7</a> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.8</a> (RL.4.8 not applicable to literature)</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.9</a> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.10</a> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
Unit	Content	Skills
Quarter 4		
<p>Words Their Way <i>(updated 2/13/19)</i></p>	<p>Level the scholars based upon spelling skills. Teach root words, prefixes, affixes, phonograms, blends, diagraphs and spelling patterns in words.</p>	<p><a href="#">CCSS.ELA-LITERACY.L.4.2.D</a> Spell grade-appropriate words correctly, consulting references as needed.</p>
<p>Junior Great Books <i>(updated 2/12/19)</i></p>	<p>Lesson 1: Read Aloud Whole Group Lesson 2: Read With partners. Provide a Focus question Lesson 3: Develop discussion questions Lesson 4: Class Discussion Lesson 5: Activity from Junior Great Books Reading Journal</p>	<p>2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension. 2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment). 2.4 Evaluate new information and hypotheses by testing them against known information and ideas. 2.5 Compare and contrast information on the same topic after reading several passages or articles.</p> <p><a href="#">CCSS.ELA-LITERACY.SL.4.1</a> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><a href="#">CCSS.ELA-LITERACY.SL.4.1.A</a> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><a href="#">CCSS.ELA-LITERACY.SL.4.1.B</a> Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><a href="#">CCSS.ELA-LITERACY.SL.4.1.C</a> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p><a href="#">CCSS.ELA-LITERACY.SL.4.1.D</a> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
<p>Writing Unit: Poetry <i>(updated 2/13/19)</i></p>	<p>Unit: 2 Weeks Refer to the Core Knowledge Poem book or the attached TPT Unit for ideas. Create fun poems with the class and introduce the scholars to the basic elements of a poem. Discuss literary devices, figurative language that can be used and also introduce varies authors to show different styles of poetry.</p>	<p><a href="#">CCSS.ELA-LITERACY.L.4.5</a> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.5.A</a> Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.5.B</a> Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.5.C</a> Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p><a href="#">CCSS.ELA-LITERACY.L.4.6</a></p>

Curriculum Map - Fourth Grade - ELA 4

		<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g. <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>
<p>Writing Rhetoric Book 4: Chreia &amp; Proverb Ch. 5: Second Chreia- King Arthur  <i>(updated 2/12/19)</i></p>	<p>Read the Literary Passage and complete the comprehension, vocabulary and writing prompts.</p>	<p><a href="#">CCSS.ELA-LITERACY.RL.4.1</a> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <a href="#">CCSS.ELA-LITERACY.RL.4.2</a> Determine a theme of a story, drama, or poem from details in the text; summarize the text. <a href="#">CCSS.ELA-LITERACY.RL.4.3</a> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). <a href="#">CCSS.ELA-LITERACY.RL.4.4</a> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). <a href="#">CCSS.ELA-LITERACY.RL.4.5</a> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. <a href="#">CCSS.ELA-LITERACY.RL.4.6</a> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. <a href="#">CCSS.ELA-LITERACY.RL.4.7</a> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. <a href="#">CCSS.ELA-LITERACY.RL.4.8</a> (RL.4.8 not applicable to literature) <a href="#">CCSS.ELA-LITERACY.RL.4.9</a> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. <a href="#">CCSS.ELA-LITERACY.RL.4.10</a> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p>Writing Rhetoric Book 4: Chreia &amp; Proverb Ch. 6: Third Chreia King Alfred the Great  <i>(updated 2/12/19)</i></p>	<p>Read the Literary Passage and complete the comprehension, vocabulary and writing prompts.</p>	<p><a href="#">CCSS.ELA-LITERACY.RL.4.1</a> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <a href="#">CCSS.ELA-LITERACY.RL.4.2</a> Determine a theme of a story, drama, or poem from details in the text; summarize the text. <a href="#">CCSS.ELA-LITERACY.RL.4.3</a> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). <a href="#">CCSS.ELA-LITERACY.RL.4.4</a> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). <a href="#">CCSS.ELA-LITERACY.RL.4.5</a> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. <a href="#">CCSS.ELA-LITERACY.RL.4.6</a> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>

		<p><a href="#">CCSS.ELA-LITERACY.RL.4.7</a> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.8</a> (RL.4.8 not applicable to literature)</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.9</a> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.10</a> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p>Writing Rhetoric Book 4: Chreia &amp; Proverb Ch. 7: Fourth Creia- King Canute</p> <p><i>(updated 2/12/19)</i></p>	<p>Read the Literary Passage and complete the comprehension, vocabulary and writing prompts.</p>	<p><a href="#">CCSS.ELA-LITERACY.RL.4.1</a> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.2</a> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.3</a> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.4</a> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.5</a> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.6</a> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.7</a> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.8</a> (RL.4.8 not applicable to literature)</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.9</a> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.10</a> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p>Writing Rhetoric Book 4: Chreia &amp; Proverb Ch. 8: Fifth Chreia- Two Medieval Poets</p> <p><i>(updated 2/12/19)</i></p>	<p>Read the Literary Passage and complete the comprehension, vocabulary and writing prompts.</p>	<p><a href="#">CCSS.ELA-LITERACY.RL.4.1</a> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.2</a> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.3</a> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.4</a> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g.,</p>

		<p>Herculean).</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.5</a> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.6</a> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.7</a> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.8</a> (RL.4.8 not applicable to literature)</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.9</a> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.10</a> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p>Writing Rhetoric Book 4: Chreia &amp; Proverb Ch. 9: Sixth Chreia- Francis of Assisi</p> <p><i>(updated 2/12/19)</i></p>	<p>Read the Literary Passage and complete the comprehension, vocabulary and writing prompts.</p>	<p><a href="#">CCSS.ELA-LITERACY.RL.4.1</a> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.2</a> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.3</a> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.4</a> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.5</a> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.6</a> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.7</a> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.8</a> (RL.4.8 not applicable to literature)</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.9</a> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.10</a> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>

<p>Writing Rhetoric Book 4: Chreia &amp; Proverb Ch. 10: Seventh Chreia</p> <p><i>(updated 2/12/19)</i></p>	<p>Read the Literary Passage and complete the comprehension, vocabulary and writing prompts.</p>	<p><a href="#">CCSS.ELA-LITERACY.RL.4.1</a> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.2</a> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.3</a> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.4</a> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.5</a> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.6</a> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.7</a> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.8</a> (RL.4.8 not applicable to literature)</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.9</a> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.4.10</a> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
---	--	--

# Fourth Grade History Unit

## California Symbols

Unit: 2 Weeks

Supplies: Symbols coloring pages

Lesson 1: Introduction (45 minutes)

- Introduce topic by asking the class to guess what each California symbol might be.
- Provide coloring pages

Lesson 2: CA Seal

- Provide a copy of the California seal and the flag.
- Discuss the different parts of the California seal and allow time for coloring
- Discuss the background and parts of the California flag and allow time for coloring

Lesson 3: Review

- Provide a worksheet for review to match the different symbols. This will be used for the quiz
- Provide additional time to complete coloring

Quiz: California Symbols

## Geography

### 4.1

Unit: 4 Weeks

Supplies:

Lesson 1: Introduction to Maps (45 minutes)

- Vocabulary
- "Learning How to Read a Map" video- Singing History Teachers Youtube

<https://www.youtube.com/watch?v=A4GMno9p4g4>

- KWL

Lesson 2: Compass Rose (45 minutes)

- Blindfolded Scholar Introduction (significance of needing to know direction)
- Compass Rose: Directed Draw:  
<https://www.youtube.com/watch?v=mwVA8rkJci8&t=109s>
- Background information: <https://www.nationalgeographic.org/encyclopedia/compass/>
- 

Lesson 3: Longitude and Latitude (45 Minutes)

- Coloring worksheet
- Video : <https://www.youtube.com/watch?v=5Ab-gE8ov4o>
- Prime Meridian and Equator
- Hemisphere Map and Label

Lesson 4: Coordinates (1 hour)

- Worksheet - Longitude and Latitude Finding Coordinates. Provide a fun backstory for finding each city.

- Day 2: Class Game- America's Most Wanted

Lesson 5: Oceans and Continents

- Watch video: <https://www.youtube.com/watch?v=lQ2V-VgCJgI>
- Color and label worksheet

Lesson 6: California Geography (2 days)

- Mapping Rivers, lakes, mountains, valley, desert, etc.

Lesson 7: Review

Quiz

## California State Government

### 4.5

Unit: 2 Weeks

Supplies:

Lesson 1: Introduction to the branches of government

- State Government Branches- Schoolhouse Rock about Federal Government
- Compare to the State Branches.
- Stations for State Branches to read and discuss responsibilities in California

Lesson 2: California Branches of Government (1-2 days)

- State Branches of Government- class activity
  - Scholars work in groups to read a Scenario Card and determine which branch would hold that responsibility.

Quiz- Branches of Government

## Explorers

### 4.2.2

Unit: 4 Weeks

Lesson 1: Intro to European Explorers

- Life on the ship

Lesson 2: Navigation and life on the ship

- Learning about the different instruments for Navigation
- Instruments for navigation

Lesson 3: Voyage to a new world

- Write a letter about being an explorer

Lesson 4: : Parts of a ship

- Label the parts of a ship
- Fun Activity- Guided Drawing lesson for a ship

Lesson 5: Maps and Purpose of exploration

- Different countries involved in exploration
- What were they searching for?

Lesson 6:

Christopher Columbus-

- What did he discover?
- Significance- complete activity

Hernando Cortes

- Discovery
- Impact on civilization
- Significance - complete activity

Cabez de Vaca

- Discovery
- Significance - complete activity

Juan Cabrillo

- Discovery
- Significance - complete activity

Francis Drake

- Discovery
- Significance - complete activity

Quiz- European Explorers

## Native Californians

### 4.2.1

Unit: 4 Weeks

Lesson 1: Introduction- Natives Expansion through North and South America

- Review and label maps
- Look at pictures
- Complete activity from powerpoint

Lesson 2: Yurok Tribe (Northern CA)

- Important facts- stations for each characteristic about the tribe
  - Location, homes, food, culture, traditions, etc.

Lesson 3: Hupa (Northern CA)

- Important facts- stations for each characteristic about the tribe
  - Location, homes, food, culture, traditions, etc.

Lesson 4: Miwok Tribe (Central CA)

- Important facts



- Location, homes, food, culture, traditions, etc.

Lesson 5: Maidu Tribe (Central CA)

- Location, homes, food, culture, traditions, etc.

Lesson 6 Chumash Tribe (Coastal Tribe)

- Important facts
  - Location, homes, food, culture, traditions, etc.

Lesson 7: Mojave Tribe (Desert Tribe)

- Important facts
  - Location, homes, food, culture, traditions, etc.

Lesson 8: Review

Project: Scholars will be given instructions to complete a pamphlet on a California Native American Tribe. Resources and research will be printed and made available in advance. Extra research can be done on their own time.

Quiz

## California Missions and Ranchos

### 4.2.3-4.2.8

Unit: 2 Weeks

Lesson 1: Intro to Missions/ Life of Missions (2 days)

- Father Serra's Goal
- Significance
- Life at the Mission
- Purpose of Missions
- Native Americans coming to Missions
- Treatment of Native Americans
- Jobs

Lesson 2: Land Grants

-Read Ranchos Article Pages 1-4

-Complete Comprehension questions titles Ranchos-Land Grants

Write a land grant and ask for approval

Lesson 3: Ranchos ( 2 days)

-Read Ranchos article Pages 5-16

-Complete comprehension questions titled Ranchos

Lesson 4: Art project found in the Ranchos article.

-Supplies: brown paper bags, color pencils. Pens, pencils

# Westward Expansion- Pioneers

## 4.3.1-4.3.2

Unit: 7 Weeks

Lesson 1: First Pioneers to California

- Jedediah Smith
- Fur Trappers
- John Sutter

Lesson 2: Westward Expansion- Pioneers

- Who traveled west and why
- Study maps and routes
- Discuss possible problems, predictions, etc. (lesson will continue after simulation).

Lesson 3: Pioneers Simulation (3-4 Weeks)

Lesson 4: Pioneer Summary of Simulation of the Oregon Trail

- History of Oregon trail
- Mormon Trail
- Manifest Destiny
- Schooners
- Challenges along the trail

Lesson 5: Pioneer Poem (This may be saved for a Friday activity)

\*Pioneer play with time provided\*

Quiz

# Gold Rush

## 4.3

Unit: 6 weeks

Lesson 1: The Bear Flag Revolt

- John C. Fremont " Scientific Survey"
- June and July 1846 Bear Flag Revolt
- General Vallejo
- Mexican American War
- Treaty of Guadalupe Hidalgo

Lesson 2: Discovery

- John Sutter
- James Marshall
- Sutter's Mill

- How word spread
- Consequences for Sutter

Lesson 3: Gold Rush Routes

- By Land- Wagon Train - Pros/Cons
- By Sea- Cape Horn -Pros/Cons
- By Sea- Panama Canal -Pros/Cons

Lesson 4: Life in the Gold Rush - (2 days)

- Miner's clothing
- Shelter
- Food
- Mining Camps
- Law and Order

Lesson 5: Mining Techniques (2 days)

- Panning
- Rocker Box
- Long Tom
- Sluice Box
- Hydraulic Mining

Lesson 6: Foreign Miners (2 days)

- Treatment of the following groups
  - Chinese
  - African Americans
  - Native Americans
  - Mexican Americans
  - Women

Lesson 7: Life after the Gold Rush

- Growth of Mining Towns
- Change of Government
- What happened to the miners?

Lesson 8: Review

Test

## California Statehood/ Modern History

### 4.4-4.5

Unit: 2 weeks

Lesson 1: California becomes a state

- September 9, 1850
- California as a free of slave state
- Significance of California becoming apart of the Union

Lesson 2: Californios lose their rancheros

- Squatters
- Land Act 1851
- Significance

#### Lesson 3: Transcontinental Railroad

- California's isolation from the United States
- The telegraph
- Theodore Judah
- The Big Four

#### Lesson 4: Building the Railroad

- 1869 Central Pacific and Union Pacific in a race
- Labor Problems
- Chinese
- The Great Finish

#### Lesson 5: California Growth

- Immigrants from Europe and Asia
- Discrimination between cultures

#### Lesson 6: California Growth

- Farming
- Industry- oil, aqueducts, etc.

#### Lesson 7: The Great Depression 1929-1939

- Life in the 1920s in California- Hollywood
- The Dust Bowl
- Black Friday
- Homeless Camps
- The New Deal

#### Lesson 8: Review

Quiz

## Course Resources:

Fourth Grade History Unit.pdf

Unit	Essential Questions	Content	Skills	Assessments
Quarter 1				
Unit 1: California Symbols	<ul style="list-style-type: none"> <li>What is the significance for the symbols chosen on our State Seal? How does this relate to our State history?</li> <li>Why is the California State Flag significant to the development of becoming a state?</li> </ul>	<p><b>Unit: 2 Weeks</b>  <b>Supplies: Symbols coloring pages</b>  <b>Lesson 1: Introduction (45 minutes)</b></p> <ul style="list-style-type: none"> <li>Introduce topic by asking the class to guess what each California symbol might be.</li> <li>Provide coloring pages</li> </ul> <p><b>Lesson 2: CA Seal and CA State Flag (3 day Lesson)</b></p> <ul style="list-style-type: none"> <li>Provide a copy of the California seal and the flag.</li> <li>Discuss the different parts of the California seal and allow time for coloring</li> <li>Discuss the background and parts of the California flag and allow time for coloring</li> <li>Provide a blank seal and allow the scholar to create their own seal to represent themselves. They may write a description on how each symbol relates to them.</li> </ul> <p><b>Lesson 3: Personal Seal</b></p> <ul style="list-style-type: none"> <li>Scholars will create their own seal to identify symbols that represent themselves.</li> </ul> <p><b>Lesson 4: Review</b></p> <ul style="list-style-type: none"> <li>Provide a worksheet for review to match the different symbols. This will be used for the quiz</li> <li>Provide additional time to complete coloring</li> </ul> <p><b>Quiz: California Symbols</b></p>	<p>4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.</p> <p>4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.</p> <p>4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.</p> <p>4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.</p> <p>4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.</p>	Symbols Quiz.pdf
Unit 2: California Government <i>(updated 2/12/19)</i>		<p><b>Unit: 2 Weeks</b>  <b>Supplies:</b>  <b>Lesson 1: Introduction to the branches of government</b></p> <ul style="list-style-type: none"> <li>State Government Branches- Schoolhouse Rock about Federal Government</li> <li>Compare to the State Branches.</li> <li>Stations for State Branches to read and discuss responsibilities in California</li> </ul> <p><b>Lesson 2: California Branches of Government (1-2 days)</b></p> <ul style="list-style-type: none"> <li>State Branches of Government- class activity <ul style="list-style-type: none"> <li>Scholars work in groups to read a Scenario Card and determine which branch would hold that responsibility.</li> </ul> </li> </ul> <p><b>Quiz- Branches of Government</b></p>	Standard: 4.5	
Unit 3: World and California Geography <i>(updated 2/12/19)</i>		<p><b>Unit: 5 Weeks</b>  <b>Supplies: Core Knoweldge Teacher Edition, Core Knoweldge Lesson Units, Maps, Globes, Worksheets</b>  <b>Lesson 1: Introduction to Maps (45 minutes)</b></p> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>KWL</li> </ul> <p><b>Lesson 2: Hemispheres (45 minutes)</b></p> <ul style="list-style-type: none"> <li>Flip chart</li> </ul> <p><b>Lesson 3: Longitude and Latitude (45 Minutes)</b></p>	Standard: 4.1	

Unit	Essential Questions	Content	Skills	Assessments
Quarter 2				
Unit 4: Explorers <i>(updated 2/12/19)</i>		<b>Unit: 3 Weeks</b> <b>Lesson 1: Intro to European Explorers</b> <ul style="list-style-type: none"> <li>• Purpose of exploration</li> <li>• What were they searching for?</li> </ul> <b>Lesson 2: Christopher Columbus-</b> <ul style="list-style-type: none"> <li>• What did he discover?</li> <li>• Significance</li> </ul> <b>Lesson 3: Hernando Cortes</b> <ul style="list-style-type: none"> <li>• Discovery</li> <li>• Impact on civilization</li> <li>• Significance</li> </ul> <b>Lesson 4: Cabez de Vaca</b> <ul style="list-style-type: none"> <li>• Discovery</li> <li>• Significance</li> </ul> <b>Lesson 5: Juan Cabrillo</b> <ul style="list-style-type: none"> <li>• Discovery</li> <li>• Significance</li> </ul> <b>Lesson 6: Francis Drake</b> <ul style="list-style-type: none"> <li>• Discovery</li> <li>• Significance</li> </ul> <b>Quiz- European Explorers</b>	Standard 4.2.2	
Unit 5: California Native Americans <i>(updated 2/12/19)</i>		<b>Unit: 4 Weeks</b> <b>Lesson 1: Introduction- Natives Expansion through North and South America</b> <ul style="list-style-type: none"> <li>• Review and label maps</li> <li>• Look at pictures</li> <li>• Complete activity from powerpoint</li> </ul> <b>Lesson 2: Yurok Tribe (Northern CA)</b> <ul style="list-style-type: none"> <li>• Important facts- stations for each characteristic about the tribe                             <ul style="list-style-type: none"> <li>• Location, homes, food, culture, traditions, etc.</li> </ul> </li> </ul> <b>Lesson 3: Hupa (Northern CA)</b> <ul style="list-style-type: none"> <li>• Important facts- stations for each characteristic about the tribe                             <ul style="list-style-type: none"> <li>• Location, homes, food, culture, traditions, etc.</li> </ul> </li> </ul> <b>Lesson 4: Miwok Tribe (Central CA)</b> <ul style="list-style-type: none"> <li>• Important facts                             <ul style="list-style-type: none"> <li>• Location, homes, food, culture, traditions, etc.</li> </ul> </li> </ul> <b>Lesson 5: Maidu Tribe (Central CA)</b> <ul style="list-style-type: none"> <li>• Location, homes, food, culture, traditions, etc.</li> </ul> <b>Lesson 6 Chumash Tribe (Coastal Tribe)</b>	Standard 4.2.1 <a href="#">CCSS.ELA-LITERACY.RI.4.1</a> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <a href="#">CCSS.ELA-LITERACY.RI.4.2</a> Determine the main idea of a text and explain how it is supported by key details; summarize the text. <a href="#">CCSS.ELA-LITERACY.RI.4.3</a> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	

Unit	Essential Questions	Content	Skills	Assessments
Quarter 3				
Unit 6: California Missions and Ranchos  <i>(updated 2/12/19)</i>		<b>Unit: 2 Weeks</b> <b>Lesson 1: Intro to Missions/ Life of Missions (2 days)</b> <ul style="list-style-type: none"> <li>• Father Serra's Goal</li> <li>• Significance</li> <li>• Life at the Mission</li> <li>• Purpose of Missions</li> <li>• Native Americans coming to Missions</li> <li>• Treatment of Native Americans</li> <li>• Jobs</li> </ul> <b>Lesson 2: Land Grants</b> -Read Ranchos Article Pages 1-4 -Complete Comprehension questions titles Ranchos-Land Grants Write a land grant and ask for approval <b>Lesson 3: Ranchos ( 2 days)</b> -Read Ranchos article Pages 5-16 -Complete comprehension questions titled Ranchos <b>Lesson 4: Art project found in the Ranchos article.</b> -Supplies: brown paper bags, color pencils. Pens, pencils	<b>Standards: 4.2.3-4.2.8</b>  <a href="#">CCSS.ELA-LITERACY.RI.4.1</a> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <a href="#">CCSS.ELA-LITERACY.RI.4.2</a> Determine the main idea of a text and explain how it is supported by key details; summarize the text. <a href="#">CCSS.ELA-LITERACY.RI.4.3</a> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	
Unit 8: Westward Expansion- Pioneers  <i>(updated 2/12/19)</i>		<b>Unit: 6 Weeks</b> <b>Lesson 1: First Pioneers to California</b> <ul style="list-style-type: none"> <li>• Jedediah Smith</li> <li>• Fur Trappers</li> <li>• John Sutter</li> </ul> <b>Lesson 2: Westward Expansion- Pioneers</b> <ul style="list-style-type: none"> <li>• Who traveled west and why</li> <li>• Study maps and routes</li> <li>• Discuss possible problems, predictions, etc. (lesson will continue after simulation).</li> </ul> <b>Lesson 3: Pioneers Simulation (3-4 Weeks)</b> <b>Lesson 4: Pioneer Summary of Simulation of the Oregon Trail</b> <ul style="list-style-type: none"> <li>• History of Oregon trail</li> <li>• Mormon Trail</li> <li>• Manifest Destiny</li> <li>• Schooners</li> <li>• Challenges along the trail</li> </ul> <b>Lesson 5: Pioneer Poem</b> *Pioneer play with time provided* Quiz	<b>Standards: 4.3.1-4.3.2</b>	

Unit	Essential Questions	Content	Skills	Assessments
Quarter 4				
Unit 9: Gold Rush <i>(updated 2/12/19)</i>		<b>Unit: 4 weeks</b> <b>Lesson 1: The Bear Flag Revolt</b> <ul style="list-style-type: none"> <li>• John C. Fremont “ Scientific Survey”</li> <li>• June and July 1846 Bear Flag Revolt</li> <li>• General Vallejo</li> <li>• Mexican American War</li> <li>• Treaty of Guadalupe Hidalgo</li> </ul> <b>Lesson 2: Discovery</b> <ul style="list-style-type: none"> <li>• John Sutter</li> <li>• James Marshall</li> <li>• Sutter’s Mill</li> <li>• How word spread</li> <li>• Consequences for Sutter</li> </ul> <b>Lesson 3: Gold Rush Routes</b> <ul style="list-style-type: none"> <li>• By Land- Wagon Train - Pros/Cons</li> <li>• By Sea- Cape Horn -Pros/Cons</li> <li>• By Sea- Panama Canal -Pros/Cons</li> </ul> <b>Lesson 4: Life in the Gold Rush -</b> <ul style="list-style-type: none"> <li>• Miner’s clothing</li> <li>• Shelter</li> <li>• Food</li> <li>• Mining Camps</li> <li>• Law and Order</li> </ul> <b>Lesson 5: Foreign Miners</b> <ul style="list-style-type: none"> <li>• Treatment of the following groups               <ul style="list-style-type: none"> <li>• Chinese</li> <li>• African Americans</li> <li>• Native Americans</li> <li>• Mexican Americans</li> <li>• Women</li> </ul> </li> </ul> <b>Lesson 6: Mining Techniques</b> <ul style="list-style-type: none"> <li>• Panning</li> <li>• Rocker Box</li> <li>• Long Tom</li> <li>• Sluice Box</li> <li>• Hydraulic Mining</li> </ul> <b>Lesson 7: Life after the Gold Rush</b> <ul style="list-style-type: none"> <li>• Growth of Mining Towns</li> <li>• Change of Government</li> <li>• What happened to the miners?</li> </ul> <b>Lesson 8: Review Test</b>	Standard: 4.3 <a href="#">CCSS.ELA-LITERACY.RI.4.1</a> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <a href="#">CCSS.ELA-LITERACY.RI.4.2</a> Determine the main idea of a text and explain how it is supported by key details; summarize the text. <a href="#">CCSS.ELA-LITERACY.RI.4.3</a> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	
Unit 10: California Statehood and Modern History <i>(updated 2/12/19)</i>		<b>Unit: 4 weeks</b> <b>Lesson 1: California becomes a state</b> <ul style="list-style-type: none"> <li>• September 9, 1850</li> <li>• California as a free of slave state</li> <li>• Significance of California becoming apart of the Union</li> </ul> <b>Lesson 2: Californios lose their rancheros</b> <ul style="list-style-type: none"> <li>• Squatters</li> <li>• Land Act 1851</li> <li>• Significance</li> </ul> <b>Lesson 3: Transcontinental Railroad</b> <ul style="list-style-type: none"> <li>• California’s isolation from the United States</li> <li>• The telegraph</li> <li>• Theodore Judah</li> <li>• The Big Four</li> </ul> <b>Lesson 4: Building the Railroad</b>	Standards: 4.4-4.5	



**Curriculum Map - Fourth Grade - History 4**

- 1869 Central Pacific and Union Pacific in a race
- Labor Problems
- Chinese
- The Great Finish

**Lesson 5: California Growth**

- Immigrants from Europe and Asia
- Discrimination between cultures

**Lesson 6: California Groth**

- Farming
- Industry- oil, aqueducts, etc.

**Lesson 7: The Great Depression 1929-1939**

- Life in the 1920s in California- Hollywood
- The Dust Bowl
- Black Friday
- Homeless Camps
- The New Deal

**Lesson 8: Review**

**Quiz**

**Curriculum Map - Fifth Grade - Art 5**

Unit	Benchmarks	Essential Questions	Mission Alignment	Content	Skills	Assessments
Quarter 1						
August/September	<p>VA.5.1.1(A) Combine ideas to generate an innovative idea for art-making.</p> <p>VA.5.1.2(A) Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.</p> <p>VA.5.2.1(A) Experiment and develop skills in multiple art-making techniques and approaches through practice.</p> <p>VA.5.2.2(A) Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.</p> <p>VA.5.2.3(A) Identify, describe, and visually document places and/or objects of personal significance.</p> <p>VA.5.3.1(A) Create artist statements using art vocabulary to describe personal choices in art-making.</p> <p>VA.5.5.1(A) Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.</p> <p>VA.5.7.2(A) Identify and analyze cultural associations suggested by visual imagery.</p> <p>VA.5.8.1(A) Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.</p> <p>VA.5.10.1(A) Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.</p>	<p>How do the Elements of Art and the Principles of Art work together to create beautiful works of art?</p> <p>How can symbols be used to represent ideas such as patriotism and the appreciation of our national heritage?</p> <p>How can zentangles be used to create interesting and interactive compositions?</p> <p>How can warm and cool color schemes be used to create feelings and emotions in a work of art?</p>	<p>Fostering Creativity and the Entrepreneurial Spirit. Appreciation of our National Heritage.</p>		<p>Drawing a work of art that represents America and uses American symbols Painting with watercolor paints Creating zentangles with line and pattern Know the difference between warm and cool colors Creating water color washes in warm and cool color schemes</p>	<p>Project based</p>
October	<p>VA.5.1.1(A) Combine ideas to generate an innovative idea for art-making.</p> <p>VA.5.1.2(A) Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.</p> <p>VA.5.2.1(A) Experiment and develop skills in multiple art-making techniques and approaches through practice.</p> <p>VA.5.2.2(A) Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.</p> <p>VA.5.7.1(A) Compare one's own interpretation of a work of art with the interpretation of others.</p> <p>VA.5.7.2(A) Identify and analyze cultural associations suggested by visual imagery.</p> <p>VA.5.8.1(A) Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.</p> <p>VA.5.9.1(A)</p>	<p>How do Japanese Scrolls and Japanese art fit into the culture and history of Japan?</p> <p>What does Japanese art teach us about the people and culture of Japan?</p>	<p>Fostering Creativity and the Entrepreneurial Spirit</p>	<p>Visual Arts History</p>	<p>Exploring Japanese history, art, themes and calligraphy Creating a multi-media work of art Constructing a scroll with multiple pieces and steps Writing Japanese calligraphy Blending with colored pencils and crayons</p>	<p>Project based</p>

**Curriculum Map - Fifth Grade - Art 5**

<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
Quarter 2						
November/December	<p>VA.5.10.1(A) Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.</p> <p>Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.</p> <p>VA.5.11.1(A) Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.</p>	<p>What was life like for the people of the Early Renaissance?</p> <p>What was art like during the Early Renaissance?</p> <p>How did art (and life) change from the Medieval to the Renaissance periods?</p> <p>How and why is linear perspective used in a work of art?</p>	<p>Emphasis on Mentors and Classics</p> <p>Fostering Creativity and the Entrepreneurial Spirit</p>	<p>Visual Arts</p> <p>History</p> <p>Math</p>	<p>Creating a relief sculpture by carving into and aging foil</p> <p>Creating a carved relief inspired by Lorenzo Ghiberti's <i>Gates of Paradise</i></p> <p>Recognizing, understanding and creating Op Art</p> <p>Creating Op Art using linear perspective</p>	<p>Project based</p>
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
Quarter 3						
January/February <i>(updated 1/26/18)</i>	<p>VA.5.1.1(A) Combine ideas to generate an innovative idea for art-making.</p> <p>VA.5.1.2(A) Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.</p> <p>VA.5.2.1(A) Experiment and develop skills in multiple art-making techniques and approaches through practice.</p> <p>VA.5.2.2(A) Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.</p> <p>VA.5.2.3(A) Identify, describe, and visually document places and/or objects of personal significance.</p> <p>VA.5.7.2(A) Identify and analyze cultural associations suggested by visual imagery.</p> <p>VA.5.8.1(A) Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.</p> <p>VA.5.9.1(A) Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.</p> <p>VA.5.11.1(A) Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.</p>	<p>How can you use a grid to draw something difficult?</p> <p>What is unique and significant about Russian architecture?</p>	<p>Fostering Creativity and the Entrepreneurial Spirit</p> <p>High Standards of Academic Excellence</p>	<p>Visual Arts</p> <p>Math</p>	<p>Measuring and marking with a ruler to create a 1 inch grid</p> <p>Drawing a self-portrait one grid square at a time</p> <p>drawing onion domes and patterns inspired by Russian architecture</p>	<p>Project based</p>

**Curriculum Map - Fifth Grade - Art 5**

	<p>equipment.</p> <p>VA.5.2.3(A) Identify, describe, and visually document places and/or objects of personal significance.</p> <p>VA.5.7.2(A) Identify and analyze cultural associations suggested by visual imagery.</p> <p>VA.5.8.1(A) Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.</p> <p>VA.5.10.1(A) Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.</p> <p>VA.5.11.1(A) Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.</p>					
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
<b>Quarter 4</b>						
<p>March/April</p> <p><i>(updated 1/26/18)</i></p>	<p>VA.5.1.1(A) Combine ideas to generate an innovative idea for art-making.</p> <p>VA.5.1.2(A) Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.</p> <p>VA.5.2.1(A) Experiment and develop skills in multiple art-making techniques and approaches through practice.</p> <p>VA.5.2.2(A) Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.</p> <p>VA.5.2.3(A) Identify, describe, and visually document places and/or objects of personal significance.</p> <p>VA.5.7.2(A) Identify and analyze cultural associations suggested by visual imagery.</p> <p>VA.5.8.1(A) Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.</p> <p>VA.5.10.1(A) Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.</p>	<p>How can you use perspective in a work of art?</p>	<p>Fostering Creativity and the Entrepreneurial Spirit High Standards of Academic Excellence</p>	<p>Visual Arts Math</p>	<p>Using the horizon line and vanishing point to create perspective Using perspective to create a bird's-eye-view of a cityscape Adding details to make the cityscape fun, interesting and imaginative</p>	<p>Project based</p>
<p>May/June</p> <p><i>(updated 1/26/18)</i></p>	<p>VA.5.1.1(A) Combine ideas to generate an innovative idea for art-making.</p> <p>VA.5.1.2(A) Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.</p> <p>VA.5.2.1(A) Experiment and develop skills in multiple art-making techniques and approaches through practice.</p> <p>VA.5.2.2(A) Demonstrate quality craftsmanship through care for and use of materials, tools, and</p>	<p>How can landscapes be interpreted in works of art? How can you use the sun to create works of art?</p>	<p>Fostering Creativity and the Entrepreneurial Spirit High Standards of Academic Excellence</p>	<p>Visual Arts Science</p>	<p>using painted paper as layers to create a landscape creating sun prints</p>	<p>Project based</p>

**Curriculum Map - Fifth Grade - Art 5**

equipment.  
VA.5.2.3(A)  
Identify, describe, and visually document  
places and/or objects of personal significance.

**Curriculum Map - Fifth Grade - ELA 5**

Unit	Benchmarks	Essential Questions	Mission Alignment	Content	Skills	Assessments
Quarter 1						
<p>ELA Unit: Junior Great Books (2 weeks)</p> <p><i>(updated 2/12/19)</i></p>	<p>RL.5.1(A) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>SL.5.1(A) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>•a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>•b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>•c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>•d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul> <p>SL.5.3(A) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>RL.5.2(I) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>No Guitar Blues: Have you or someone you know ever told a lie and then felt guilty afterward? Hundred Dollar Bill: What would it have been like for a family in the 1890's to buy farmland with a hundred dollars?</p>	<p>Scholar Empowered Learning Fostering Creativity and Entrepreneurial Spirit</p>	<p>Week 1- Read "The No-Guitar Blues" Go through Prereading, second reading and directed notes, shared inquiry discussion, and writing response Week 2- Read "Hundred Dollar Bill" Prereading, second reading and directed notes, shared inquiry discussion, and writing response</p>	<p>Close reading, coming to a discussion prepared, participating in a shared inquiry discussion.</p>	
<p>ELA Novel Study Unit: Chronicles of Narnia: The Lion, the Witch, and the Wardrobe (8 weeks)</p> <p><i>(updated 2/12/19)</i></p>	<p>RL.5.1(A) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2(A) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.5.3(A) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the</p>			<p>-Story Elements -Theme -Comparing/Contrasting -Point of View and Perspective</p>	<p>-Close reading by annotating in each chapter identifying the story elements: characters, setting, problem, resolution.</p>	

**Curriculum Map - Fifth Grade - ELA 5**

	<p>text (e.g., how characters interact).</p> <p><b>RL.5.4(A)</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><b>RL.5.5(A)</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p><b>RL.5.6(A)</b> Describe how a narrator's or speaker's point of view influences how events are described.</p>					
<p><b>Writing Unit:</b> Introduction/Narrative Craft Bend 1 &amp; Bend 2 Personal Narratives (5 weeks)</p> <p><i>(updated 2/12/19)</i></p>	<p><b>W.5.3(A)</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. •a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally •b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. •c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. •d. Use concrete words and phrases and sensory details to convey experiences and events precisely. •e. Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>W.5.4(A)</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>W.5.5(A)</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29.)</p> <p><b>W.5.6(A)</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to</p>	<p>What does it mean to be a writer? What is a personal narrative? How can you put your reader inside of your story? What does it mean to work through the writing process? How can you elaborate and enhance your story to tell something meaningful?</p>	<p>Scholar Empowered Learning Fostering Creativity and Entrepreneurial Spirit Emphasis on Mentors and Classics</p>	<p>Lucy Calkins Grade 5 Unit 1: Narrative Craft</p>	<p>Write personal narratives that include detail, dialogue, and realistic characters. Practice moving through the steps of the writing process: Collecting, Developing, Drafting, Revising, Editing, Publishing. Publish a personal narrative.</p>	<p>Personal Narrative Rubric</p>

	interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.					
<p>Writing Unit: Colonial Narratives (4 weeks)</p> <p><i>(updated 2/12/19)</i></p>	<p>W.5.3(A) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>•a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally</li> <li>•b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>•c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>•d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>•e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul> <p>W.5.4(A) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W.5.5(A) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29.)</p> <p>W.5.7(l) Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8(l) Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W.5.9(l) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>•a. Apply grade 5 Reading standards to literature (e.g.,</li> </ul>	<p>How was life in Colonial Times different from life now? How can you describe the setting in your story to show that it is Colonial Times? How can I use what I've learned about Colonial Times to write a historically accurate narrative? How can you incorporate dialogue, detail, and internal thoughts to add more to your narrative?</p>	<p>Appreciation of our National Heritage Fostering Creativity and Entrepreneurial Spirit Scholar Empowered Learning High Standards of Academic Excellence</p>	<p>Lucy Calkins Narrative Writing Unit Life in the 13 Colonies informational text to gather and record information</p>	<p><a href="#">CCSS.ELA-LITERACY.W.5.3</a> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><a href="#">CCSS.ELA-LITERACY.W.5.3.B</a> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p><a href="#">CCSS.ELA-LITERACY.W.5.3.C</a> Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p><a href="#">CCSS.ELA-LITERACY.W.5.5</a> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><a href="#">CCSS.ELA-LITERACY.W.5.10</a> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><a href="#">CCSS.ELA-LITERACY.W.5.8</a> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>Colonial Narrative Rubric</p>



**Curriculum Map - Fifth Grade - ELA 5**

	<p>Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]).</p> <ul style="list-style-type: none"> <li>•b. Apply grade 5 Reading standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]).</li> </ul>					
<p>Grammar Unit: Book 2A Chapters 1-3 (10 weeks)</p> <p><i>(updated 2/12/19)</i></p>	<p>L.5.1(A) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>•a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>•b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</li> <li>•c. Use verb tense to convey various times, sequences, states, and conditions.</li> <li>•d. Recognize and correct inappropriate shifts in verb tense.</li> <li>•e. Use correlative conjunctions (e.g., either/or, neither/nor).</li> </ul>		<p>Scholar Empowered Learning High Standards of Academic Excellence</p>	<p>Well-Ordered Language Teacher Edition: Chapter 1: Four Kinds of Sentences and Principal Elements Chapter 2: Adverbs Chapter 3: Adjectives</p>		
<p>Writing Rhetoric: Refutation and Confirmation Lessons 1-3</p> <p><i>(updated 2/12/19)</i></p>	<p>W.5.10(A) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>RL.5.2(I) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.5.4(I) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.5.6(I) Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RL.5.9(I) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>W.5.3(I) Write narratives to develop real or imagined experiences or events using effective technique,</p>			<p>Lesson 1: Believe It or Not Narratives can be refuted or confirmed</p> <p>Lesson 2: Narrative Review Concepts of Narrative</p> <p>Lesson 3: A Review of Narrative Types, Plus a New One! Different Types of Narratives</p>		

descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

#### L.5.1(I)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- c. Use verb tense to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense.
- e. Use correlative conjunctions (e.g., either/or, neither/nor).

#### L.5.3(I)

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

#### L.5.4(I)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. Consult reference materials

**Curriculum Map - Fifth Grade - ELA 5**

	<p>(e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L.5.5(I) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>•a. Interpret figurative language, including similes and metaphors, in context.</li> <li>•b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>•c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul> <p>L.5.6(I) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>					
<p>Spelling: Words Their Way</p> <p><i>(updated 2/12/19)</i></p>	<p>L.5.2(A) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>•a. Use punctuation to separate items in a series.</li> <li>•b. Use a comma to separate an introductory element from the rest of the sentence.</li> <li>•c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</li> <li>•d. Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>•e. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>			<p>Leveled Word Sorts: Suffixes and Affixes Derivational Relations</p>		
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
Quarter 2						
<p>ELA Novel Study: The Sign of the Beaver (8 weeks)</p> <p><i>(updated 2/12/19)</i></p>	<p>RL.5.1(A) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2(A) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama</p>	<p>How has Matt and Attean's relationship changed over the course of the book? How is the Native American's</p>	<p>Appreciation of our National Heritage (historical understanding of colonial times) Emphasis on Mentors and Classics</p>	<p>Read 1-2 chapters a week. This can be done whole-class or in reading groups. There are comprehension questions for each chapter and writing prompts to go along with the readings.</p>	<p><a href="#">CCSS.ELA-LITERACY.RL.5.3</a> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). <a href="#">CCSS.ELA-LITERACY.RL.5.4</a> Determine the meaning of words and phrases as they are used in a</p>	

	<p>respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.5.3(A) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RL.5.4(A) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.5.5(A) Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL.5.6(A) Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>view on land ownership different from the white settlers? Do you think that Matt made the right decision to stay and wait for his family? Would you have done the same? How are Matt and Attean similar, and how are they different?</p>			<p>text, including figurative language such as metaphors and similes. <a href="#">CCSS.ELA-LITERACY.RF.5.3</a> Know and apply grade-level phonics and word analysis skills in decoding words. <a href="#">CCSS.ELA-LITERACY.RF.5.4</a> Read with sufficient accuracy and fluency to support comprehension. <a href="#">CCSS.ELA-LITERACY.RF.5.4.A</a> Read grade-level text with purpose and understanding.</p>	
<p>Writing Unit: Lens of History- Bend 1 &amp; 2 Research Reports (8 weeks)</p> <p><i>(updated 2/12/19)</i></p>	<p>W.5.2(A) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>•a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>•b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>•c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</li> <li>•d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>•e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul> <p>W.5.4(A) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W.5.5(A) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new</p>			<p>Historical Biographies -Researching American historical figures through reading informational texts -Writing an informational essay on the historical figure with at least 3 sources</p>		

approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29.)

W.5.6(A)

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

W.5.7(A)

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.8(A)

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9(A)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

•a. Apply grade 5 Reading standards to literature (e.g., Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]).

•b. Apply grade 5 Reading standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]).

RI.5.1(I)

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2(I)

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3(I)

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.10(I)

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5

**Curriculum Map - Fifth Grade - ELA 5**

	text complexity band independently and proficiently.					
Grammar Unit: Book 2A Chapters 4-6 <i>(updated 2/12/19)</i>	L.5.1(A) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. •a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. •b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. •c. Use verb tense to convey various times, sequences, states, and conditions. •d. Recognize and correct inappropriate shifts in verb tense. •e. Use correlative conjunctions (e.g., either/or, neither/nor).			Chapter 4: Predicate Verbs and Direct Objects Chapter 5: Predicate Nominatives Chapter 6: Predicate Adjectives		
Writing Rhetoric: Refutation and Confirmation Lessons 4-6 <i>(updated 2/12/19)</i>	W.5.1 (I) Write opinion pieces on topics or texts, supporting a point of view with reasons and information. •a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. •b. Provide logically ordered reasons that are supported by facts and details. •c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). •d. Provide a concluding statement or section related to the opinion presented.			Lesson 4: The Making of a Legend Legends Lesson 5: Let's Have an Argument The Difference Between an Argument and a Quarrel Lesson 6: Unbelievable, Improbable, Unclear, or Improper Refutation of a Story		
Spelling: Words Their Way <i>(updated 2/12/19)</i>	L.5.2(A) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. •a. Use punctuation to separate items in a series. •b. Use a comma to separate an introductory element from the rest of the sentence. •c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). •d. Use underlining, quotation marks, or italics to indicate titles of works. •e. Spell grade-appropriate words correctly, consulting references as needed.			Leveled Word Sorts: Suffixes and Affixes Derivational Relations		
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
Quarter 3						

ELA Novel Study Unit:  
Carry On, Mr. Bowditch  
(8 weeks)

(updated 2/12/19)

RL.5.1(A)

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2(A)

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.3(A)

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL.5.4(A)

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5(A)

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.6(A)

Describe how a narrator's or speaker's point of view influences how events are described.

L.5.4(A)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5(A)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the

Carry On Mr. Bowditch:  
historical fiction  
American Revolution time period  
Comprehension skills through literature  
Vocabulary skills  
Focusing on text evidence  
Summarizing the story  
Story elements

	<p>meaning of common idioms, adages, and proverbs.</p> <ul style="list-style-type: none"> <li>•c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul> <p>L.5.6(A) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>				
<p>Writing Unit: Research Based Argument Essay Bends 1, 2, &amp; 3- Persuasive Essays (9 weeks)</p> <p><i>(updated 2/12/19)</i></p>	<p>W.5.1(A) Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>•a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</li> <li>•b. Provide logically ordered reasons that are supported by facts and details.</li> <li>•c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>•d. Provide a concluding statement or section related to the opinion presented.</li> </ul> <p>W.5.4(A) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W.5.5(A) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29.)</p> <p>W.5.6(A) With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>			<p>Research Based Argument:</p> <ul style="list-style-type: none"> <li>-Researching to support opinion on a topic using more than 2 sources</li> <li>-Finding arguments for both sides</li> <li>-Writing a 5 paragraph essay</li> </ul>	



**Curriculum Map - Fifth Grade - ELA 5**

<p>Grammar Unit: Book 2A Chapters 7-8 &amp; Book 2B Chapter 1</p> <p><i>(updated 2/12/19)</i></p>	<p>L.5.1(A) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>•a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>•b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</li> <li>•c. Use verb tense to convey various times, sequences, states, and conditions.</li> <li>•d. Recognize and correct inappropriate shifts in verb tense.</li> <li>•e. Use correlative conjunctions (e.g., either/or, neither/nor).</li> </ul>			<p>Book 2A Chapter 7: Predicate Review Chapter 8: Possessive Nouns Book 2B Chapter 1: Prepositional Phrases</p>		
<p>Writing Rhetoric: Refutation and Confirmation Lessons 7-9</p> <p><i>(updated 2/12/19)</i></p>	<p>W.5.1(A) Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>•a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</li> <li>•b. Provide logically ordered reasons that are supported by facts and details.</li> <li>•c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>•d. Provide a concluding statement or section related to the opinion presented.</li> </ul>			<p>Lesson 7: First Refutation: How Brother Fox Caught Brother Rabbit Write a Refutation Lesson 8: First Confirmation: How Brother Fox Caught Brother Rabbit Write a Confirmation of a story Lesson 9: Second Refutation Little Rough Face Write a refutation</p>		
<p>Spelling: Words Their Way</p> <p><i>(updated 2/12/19)</i></p>	<p>L.5.2(A) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>•a. Use punctuation to separate items in a series.</li> <li>•b. Use a comma to separate an introductory element from the rest of the sentence.</li> <li>•c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</li> <li>•d. Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>•e. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>			<p>Leveled Word Sorts: Suffixes and Affixes Derivational Relations</p>		
<p><b>Unit</b></p>	<p><b>Benchmarks</b></p>	<p><b>Essential Questions</b></p>	<p><b>Mission Alignment</b></p>	<p><b>Content</b></p>	<p><b>Skills</b></p>	<p><b>Assessments</b></p>
<p>Quarter 4</p>						

ELA Novel Study Unit:  
Little Women (8 weeks)

(updated 2/12/19)

RL.5.1(A)

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2(A)

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.3(A)

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL.5.4(A)

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5(A)

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.6(A)

Describe how a narrator's or speaker's point of view influences how events are described.

L.5.4(A)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5(A)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the

Reading Historical Fiction:

Little Women

-Civil War time period

-Vocabulary

-Reading Comprehension through literature

	<p>meaning of common idioms, adages, and proverbs.          •c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>L.5.6(A)          Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>					
<p>Creative Writing Unit  <i>(updated 2/12/19)</i></p>	<p>W.5.3(A)          Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.          •a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally          •b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.          •c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.          •d. Use concrete words and phrases and sensory details to convey experiences and events precisely.          •e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.5.4(A)          Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W.5.5(A)          With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29.)</p> <p>W.5.6(A)          With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient</p>			<p>Writing creatives stories through narrative and poetry</p>		

	<p>command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p><b>W.5.10(A)</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>				
<p><b>Grammar Unit: Book 2B</b> <b>Chapters 2-4</b> <i>(updated 2/12/19)</i></p>	<p><b>L.5.1(A)</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>•a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>•b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</li> <li>•c. Use verb tense to convey various times, sequences, states, and conditions.</li> <li>•d. Recognize and correct inappropriate shifts in verb tense.</li> <li>•e. Use correlative conjunctions (e.g., either/or, neither/nor).</li> </ul>			<p>Book 2B Chapter 2: Compound Elements Chapter 3: Subject Pronouns Chapter 4: Object Pronouns</p>	
<p><b>Writing Rhetoric: Refutation and Confirmation Lessons 10-12</b> <i>(updated 2/12/19)</i></p>	<p><b>W.5.1(A)</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>•a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</li> <li>•b. Provide logically ordered reasons that are supported by facts and details.</li> <li>•c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>•d. Provide a concluding statement or section related to the opinion presented.</li> </ul>			<p>Lesson 10: Second Confirmation Little Rough Face Write a confirmation of a story Lesson 11: Third refutation-Pirate Women Write a refutation Lesson 12: Third Confirmation: Pirate Women Write a confirmation of a story</p>	
<p><b>Spelling: Words Their Way</b> <i>(updated 2/12/19)</i></p>	<p><b>L.5.2(A)</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>•a. Use punctuation to separate items in a series.</li> <li>•b. Use a comma to separate an introductory element from the rest of the sentence.</li> <li>•c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</li> <li>•d. Use underlining, quotation marks, or italics to indicate titles</li> </ul>			<p>Leveled Word Sorts: Suffixes and Affixes Derivational Relations</p>	

of works. •e. Spell grade-appropriate words correctly, consulting references as needed.					
--	--	--	--	--	--

**Curriculum Map - Fifth Grade - History 5**

Unit	Benchmarks	Essential Questions	Mission Alignment	Content	Skills	Assessments
Quarter 1						
Introduction of Social Studies/ European Exploration (4 weeks)  <i>(updated 2/12/19)</i>	HSS.A.5.2.1(A) Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vasquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder). HSS.A.5.2.2(A) Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation). HSS.A.5.2.3(A) Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe. HSS.A.5.2.4(A) Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.	<ul style="list-style-type: none"> <li>• What units are we learning in Social Studies this year?</li> <li>• What is the motivation of the European Explorers coming to North America?</li> </ul>	Core Value #6 and #10	-Overview of Social Studies units this school year -European Explorers who came to North America -Their motivations, obstacles, and achievements -What various explorers are known for in exploring in North America	-Setting up notebooks -Taking notes -Studying information on the European Explorers	European Explorers Study Guide  European Explorers Quiz
Colonial Age: 13 Colonies (6 weeks)  <i>(updated 2/12/19)</i>	HSS.A.5.4.1(A) Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas. HSS.A.5.4.2(A) Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts). HSS.A.5.4.3(A) Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania). HSS.A.5.4.4(A) Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion. HSS.A.5.4.5(A) Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems. HSS.A.5.4.6(A) Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South. HSS.A.5.4.7(A)	What are the 13 colonies and what was life like during that time	Core Value #1 - Appreciation of our National Heritage	-The Lost Colony of Roanoke -Jamestown -Plymouth -The New England Colonies -The Middle Colonies -The Southern Colonies -The Native Americans -Colonial Trades and Occupations -Georgia -Geography of the 13 Colonies	-Filling out a timeline -Making inferences -Identifying problems and their effects -Comparing and Contrasting -Finding the Main Idea and supporting details -Close reading through articles -Identifying the colonies on a map	

**Curriculum Map - Fifth Grade - History 5**

Unit	Benchmarks	Essential Questions	Mission Alignment	Content	Skills	Assessments
Quarter 2						
cont. Colonial Age: 13 Colonies (4 weeks)  <i>(updated 2/12/19)</i>	HSS.A.5.4.1(A) Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas. HSS.A.5.4.2(A) Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts). HSS.A.5.4.3(A) Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania). HSS.A.5.4.4(A) Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion. HSS.A.5.4.5(A) Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems. HSS.A.5.4.6(A) Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South. HSS.A.5.4.7(A) Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.	What are the 13 colonies and what was life like during that time?	Core Value #1- Appreciation of our National Heritage	-The Lost Colony of Roanoke -Jamestown -Plymouth -The New England Colonies -The Middle Colonies -The Southern Colonies -The Native Americans -Colonial Trades and Occupations -Georgia -Geography of the 13 Colonies	-Filling out a timeline -Making inferences -Identifying problems and their effects -Comparing and Contrasting -Finding the Main Idea and supporting details -Close reading through articles -Identifying the colonies on a map	
American Revolution (5 weeks)  <i>(updated 2/12/19)</i>	HSS.A.5.5.1(A) Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts). HSS.A.5.5.2(A) Know the significance of the first and second Continental Congresses and of the Committees of Correspondence. HSS.A.5.5.3(A) Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain. HSS.A.5.5.4(A) Describe the views, lives, and impact of key			. Road To American Revolution • Benjamin Franklin • French and Indian War • Multiple Different Acts • Boston Massacre • Boston Tea Party • Declaration of Independence • Important Men/Women of the Revolution • 1st Continental Congress • 2nd Continental Congress • Important Battles of the Revolution • Treaty of Paris		

**Curriculum Map - Fifth Grade - History 5**

	individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).					
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
<b>Quarter 3</b>						
cont. American Revolution (10 weeks) <i>(updated 2/12/19)</i>	<p>HSS.A.5.6.1(A) Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.</p> <p>HSS.A.5.6.2(A) Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Ko'sciuszko, Baron Friedrich Wilhelm von Steuben).</p> <p>HSS.A.5.6.3(A) Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).</p> <p>HSS.A.5.6.4(A) Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.</p> <p>HSS.A.5.6.5(A) Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.</p> <p>HSS.A.5.6.6(A) Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.</p> <p>HSS.A.5.6.7(A) Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.</p>			<ul style="list-style-type: none"> <li>• Road To American Revolution</li> <li>• Benjamin Franklin</li> <li>• French and Indian War</li> <li>• Multiple Different Acts</li> <li>• Boston Massacre</li> <li>• Boston Tea Party</li> <li>• Declaration of Independence</li> <li>• Important Men/Women of the Revolution</li> <li>• 1st Continental Congress</li> <li>• 2nd Continental Congress</li> <li>• Important Battles of the Revolution</li> <li>• Treaty of Paris</li> </ul>		
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
<b>Quarter 4</b>						
Constitution and Government (4 weeks) <i>(updated 2/12/19)</i>	<p>HSS.A.5.7.1(A) List the shortcomings of the Articles of Confederation as set forth by their critics.</p> <p>HSS.A.5.7.2(A) Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.</p> <p>HSS.A.5.7.3(A) Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.</p> <p>HSS.A.5.7.4(A) Understand how the Constitution is designed to secure our liberty by both empowering and</p>			Three Branches of the Government		



Curriculum Map - Fifth Grade - History 5

	<p>limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.</p> <p>HSS.A.5.7.5(A) Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.</p> <p>HSS.A.5.7.6(A) Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner").</p>					
<p>States and Capitols (6 weeks) <i>(updated 2/12/19)</i></p>	<p>HSS.A.5.8.1(I) Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).</p> <p>HSS.A.5.8.2(I) Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).</p> <p>HSS.A.5.8.6(I) Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.</p>			<ul style="list-style-type: none"> <li>• 50 States and Capitals</li> </ul> <p>If there is time:</p> <ul style="list-style-type: none"> <li>• Civil War</li> <li>• A Nation Divided</li> <li>• Important People of the War</li> </ul>		

**Curriculum Map - Fifth Grade - Science 5**

<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
<b>Quarter 1</b>						
Introduction to Science/ Scientific Method (3 weeks)  <i>(updated 2/12/19)</i>	SC.5.ETS1-1(I) Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.  SC.5.ETS1-2(I) Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.  SC.5.ETS1-3(I) Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	What does it mean to be a safe scientist and work together as a lab team?  What is the Scientific Method and how do scientists use it to answer questions?	Self-governance, personal responsibility, and accountability Building a culture of greatness Public and private virtue	Science safety rules, units of measurement in science, lab team roles, scientific method, notebook expectations	Work cooperatively in a lab team, work safely in science labs, and know the steps of the Scientific Method	Unit 1 Quiz  Unit 1 Quiz
Structure and Properties of Matter (2 weeks)  <i>(updated 2/12/19)</i>	SC.5.PS1-1(I) Develop a model to describe that matter is made of particles too small to be seen.  SC.5.PS1-2(I) Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.  SC.5.PS1-3(I) Make observations and measurements to identify materials based on their properties.  SC.5.PS1-4(I) Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	What is Matter? How do we know that air (gas) is matter if we can't see it? How are physical and chemical changes different? How do you know that a chemical change has occurred? Does matter ever disappear or just go away? (Law of Conservation of Matter)	Scholar Empowered Learning Fostering Creativity and Entrepreneurial Spirit	What is matter? What are the three states of matter? Physical versus chemical change Chemical change clues Law of Conservation of Matter	Writing, observing, tactile sorting, working in a lab team, following instructions, reading, following the Scientific Method	Unit 2 Quiz
Cells: Structures and Processes (3 weeks)  <i>(updated 2/12/19)</i>	SC.5.PS1-2(A) Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.  SC.5.PS1-4(A) Conduct an investigation to determine whether the mixing of two or more substances results in new substances.  SC.5.PS1-3(I) Make observations and measurements to identify materials based on their properties.			Cells: <ul style="list-style-type: none"> <li>• Plant Cells</li> <li>• Animal Cells</li> <li>• Organelles</li> <li>• Cell Functions</li> <li>• Cell Organization</li> </ul>		
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
<b>Quarter 2</b>						

**Curriculum Map - Fifth Grade - Science 5**

<p>cont. Cells: Structures and Processes (1 week) <i>(updated 2/12/19)</i></p>	<p>SC.5.PS1-2(A) Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.</p> <p>SC.5.PS1-3(A) Make observations and measurements to identify materials based on their properties.</p> <p>SC.5.PS1-4(A) Conduct an investigation to determine whether the mixing of two or more substances results in new substances.</p>			<p>Cells:</p> <ul style="list-style-type: none"> <li>Plant Cells</li> <li>Animal Cells</li> <li>Organelles</li> <li>Cell Functions</li> <li>Cell Organization</li> </ul>		
<p>Classifying Living Things/ 5 Kingdoms (3 weeks) <i>(updated 2/12/19)</i></p>				<p>Classifying Living Things:</p> <ul style="list-style-type: none"> <li>Characteristics of Living Things</li> <li>Taxonomy</li> <li>3 Major Domains</li> <li>Kingdoms</li> <li>Animal Phyla</li> <li>Vertebrates</li> </ul>		
<p>Flow of Energy (4 weeks) <i>(updated 2/12/19)</i></p>	<p>SC.5.LS2-1(A) Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</p>			<p>Flow of Energy:</p> <ul style="list-style-type: none"> <li>Ecosystems: Living and non-living things</li> <li>Food Chains/ Webs: Producers, consumers and decomposers</li> <li>Energy flow through living things</li> </ul>		
<p>Introduce Science Fair/ Review Scientific Method (1 week) <i>(updated 2/12/19)</i></p>	<p>SC.5.ETS1-1(A) Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>SC.5.ETS1-2(A) Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p>SC.5.ETS1-3(A) Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p>			<p>Science Fair:</p> <ul style="list-style-type: none"> <li>-Review Science Fair directions</li> <li>-Scientific Method</li> </ul>		
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
Quarter 3						
<p>Science Fair (1 week) <i>(updated 2/12/19)</i></p>	<p>SC.5.ETS1-1(A) Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>SC.5.ETS1-2(A) Generate and compare multiple possible solutions to a problem based</p>			<p>Science Fair:</p> <ul style="list-style-type: none"> <li>-Science Fair Projects</li> </ul>		

**Curriculum Map - Fifth Grade - Science 5**

	<p>on how well each is likely to meet the criteria and constraints of the problem.</p> <p><b>SC.5.ETS1-3(A)</b> Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p>					
<p><b>Space Systems (4 weeks)</b> <i>(updated 2/12/19)</i></p>	<p><b>SC.5.ESS1-1(I)</b> Support an argument that the apparent brightness of the sun and stars is due to their relative distances from Earth.</p> <p><b>SC.5.ESS1-2(I)</b> Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.</p>			<p><b>Space:</b></p> <ul style="list-style-type: none"> <li>• Earth's orbit and rotation</li> <li>• Earth's tilt and our seasons</li> <li>• Constellations</li> <li>• Phases of the moon and Lunar Cycle</li> <li>• Solar/ Lunar Eclipse</li> </ul>		
<p><b>Plant Structures and Processes (4 weeks)</b> <i>(updated 2/12/19)</i></p>	<p><b>SC.5.LS1-1(A)</b> Support an argument that plants get the materials they need for growth chiefly from air and water.</p>			<p><b>Plants:</b></p> <ul style="list-style-type: none"> <li>• Parts of a plant</li> <li>• Plant survival/ life cycle</li> <li>• Photosynthesis</li> <li>• Pollination</li> </ul>		
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Mission Alignment</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
<b>Quarter 4</b>						
<p><b>Earth's Systems (4 weeks)</b> <i>(updated 2/12/19)</i></p>	<p><b>SC.5.ESS2-2(A)</b> Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.</p> <p><b>SC.5.ESS3-1(A)</b> Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.</p> <p><b>SC.5.ESS2-1(I)</b> Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p>			<p><b>Earth's Systems:</b></p> <ul style="list-style-type: none"> <li>• Earth's 4 major systems: biosphere, hydrosphere, geosphere, atmosphere</li> <li>• Earth's Oceans</li> <li>• Distribution of water on earth</li> <li>• Nitrogen Cycle</li> <li>• Alternative Energy</li> <li>• Pollution</li> </ul>		
<p><b>Body Systems (4 weeks)</b> <i>(updated 2/12/19)</i></p>				<p><b>Body Systems:</b></p> <ul style="list-style-type: none"> <li>• Digestive and Endocrine systems</li> </ul>		

# John Adams Academy

## Middle School Grammar & Vocabulary Program (6-8)

Grade Level	Curriculum	Topics	Standards Met
<b>6</b>	<i>Well-Ordered Language 2A &amp; 2B; Vocabulary from Classical Roots 6</i>	Four kinds of sentences & principal elements; adverbs; adjectives; predicate verbs & direct objects; predicate nominatives; predicate adjectives; predicate review; possessive nouns; end marks; punctuation; titles; proper adjectives; apostrophes; prepositional phrases; compound elements; subject pronouns; object pronouns; possessive pronouns; interrogative pronouns; compound sentences; relative pronouns & relative clauses; semi-colons	L.6.1, L.6.2, L.6.3, L.6.4
<b>7</b>	<i>Well-Ordered Language 3A &amp; 3B; Vocabulary from Classical Roots A</i>	Four kinds of sentences, principle elements, adjectives & adverbs; prepositional phrases; personal pronouns; sensory linking verbs; indirect objects; interrogative pronouns; relative clauses; six tenses of verbs; subject-verb agreement w/ helping verbs; end marks w/in quotation marks; collective, concrete & abstract nouns; proper nouns and proper adjectives; subject/verb agreement when a prepositional phrase is between the subject and verb, including collective nouns; the use of between and among; compound subject and objects using personal pronouns; use of an apostrophe to indicate possession w/ compound subjects; choosing well vs good and other adverbs vs adjectives; use of a colon w/ items in a series and w/ quotations; punctuating quotations; compound interrogative sentences; hyphens; comma usage; adverbial elements; adverbial clauses; reflexive pronouns; verbals; types of sentences; adverbial nouns; subordinating conjunctions; rewriting sentence fragments; misplace modifiers; interjections; phrasal verbs	L.7.1, L.7.2, L.7.3, L.7.4
<b>8</b>	<i>Well-Ordered Language 3A &amp; 3B; Vocabulary from Classical Roots B</i>	Four kinds of sentences, principle elements, adjectives & adverbs; prepositional phrases; personal pronouns; sensory linking verbs; indirect objects; interrogative pronouns; relative clauses; six tenses of verbs; subject-verb agreement w/ helping verbs; end marks w/in quotation marks; collective, concrete & abstract nouns; proper nouns and proper adjectives; subject/verb agreement when a prepositional phrase is between the subject and verb, including collective nouns; the use of between and among; compound subject and objects using personal pronouns; use of an apostrophe to indicate possession w/ compound subjects; choosing well vs good and other adverbs vs adjectives; use of a colon w/ items in a series and w/ quotations; punctuating quotations; compound interrogative sentences; hyphens; comma usage; adverbial elements; adverbial clauses; reflexive pronouns; verbals; types of sentences; adverbial nouns; subordinating conjunctions; rewriting sentence fragments; misplace modifiers; interjections; phrasal verbs	L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

**John Adams Academy**  
**Middle School Reading, Speaking and Listening Program (6-8)**

Curriculum	Benchmark Skills	Standards Met
<b>Anchor Texts for 6th:</b> <i>Excerpts from Writing and Rhetoric Bk 5 &amp; 6</i> <i>Where the Red Fern Grows</i> <i>The Trojan War</i> <i>Lion in the Gateway</i> <i>Anne of Green Gables</i> <i>Julius Caesar</i> "There is no Frigate like a Book" "I Have a Dream" "Friends, Romans, countrymen"	Experience the reading and listening of a story; Analyzing text that is organized in sequential order; C/C 2 or more characters, settings, or events in a story, drawing on specific details in a text; determining theme from details in the text, including how characters respond to challenges; determining the meaning of words and phrases, including figurative language, as they are used in a text; articulating an understanding of several ideas or images communicated by a literary work; critiquing the credibility of characterization and plot; drawing evidence from literary or informational texts to support analysis, reflection, and research; participating civilly and productively in group discussions; expose students to various forms of narrative non-fiction writing as well as culturally important stories from the early American period and 18th and 19th period; model fluent reading for students and give them practice reading multiple short texts; facilitate student interaction with well-written texts through discussions and exercise in evaluation and critical thinking; review concepts of narrative, plot, character, fable, parable, fairy tale, history, myth, and ballad, with additional focus on legend and the introduction of biography; introduce concepts of argument vs quarrel and refutation vs confirmation; give students opportunities to creatively assess and critique narratives by weighing believability, probability, clarity, and propriety; reinforce the ability to summarize and paraphrase for greater rhetorical flexibility; strengthen working memory through recitation; teach annotation techniques; introduce research by giving students multiple texts to read and having them summarize, outline, lift quotes, and create a thesis from the material; strengthen students' oratory skills by providing opportunities for public speaking and for working on delivery - volume, pacing, and inflection; encourage students to see the relationship between writing and speaking as they consider their ideas orally and to use oration as an aid to the process of revision	RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.7, RL.6.9, RL.6.10, RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.7, RI.6.8, RI.6.9, RI.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6, L.6.1, L.6.3, L.6.4, L.6.5, L.6.6
<b>Anchor Texts for 7th:</b> <i>Excerpts from Writing and Rhetoric Bk 7 &amp; 9</i> <i>Beowulf the Warrior</i> Folk Tales & Scary Stories <i>The Canterbury Tales</i> <i>King Arthur and the Knights of the Round Table</i> <i>Henry V</i> <i>Joan of Arc</i> "The Road not Taken" "Once more unto the Breach"	Expose students to various forms of biographical, autobiographical, and other nonfiction writing as well as culturally important narratives from the Civil War era and the period of westward expansion that took place in 19th - 20th century American history; model fluent reading for students and give them practice reading diverse texts; aid student reading and recall by teaching techniques for annotation; facilitate student interaction with well-written texts discussions and exercises in evaluation and critical thinking; introduce research by giving students multiple texts to read and having them summarize, outline, lift quotes, and create a thesis from the material; strengthen students' oratory skills by providing opportunities for public speaking and for working on delivery - volume, pacing, and inflection; practice tone and inflection by means of dramatic reading; encourage students to see the relationship between writing and speaking as they consider their ideas orally and to use oration as an aid to the process of revision;	RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.7, RL.7.9, RL.7.10, RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.7, RI.7.8, RI.7.9, RI.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.3
<b>Anchor Texts for 8th:</b> <i>Excerpts from Writing and Rhetoric Bk 8 &amp; 9</i> <i>Mourt's Relation</i> American Short Stories <i>To Kill a Mockingbird</i> <i>Letters of a Woman Homesteader</i> <i>The Hiding Place</i> <i>The Merchant of Venice</i> "Paul Revere's Ride" "Concord Hymn" "O Captain, My Captain" "Let America be America Again" "The Quality of Mercy is not strained"	Expose students to various forms of biographical, autobiographical, epistolary, and other nonfiction writing as well as culturally important narratives from the Civil War era and the period of westward expansion that took place in 19th century American history, the Gilded Age through the Great Depression; model fluent reading for students and give them practice reading diverse texts; aid student reading and recall by teaching techniques for annotation; facilitate student interaction with well-written texts discussions and exercises in evaluation and critical thinking; introduce and enhance research by giving students multiple texts to read and having them summarize, outline, lift quotes, and create a thesis from the material; strengthen students' oratory skills by providing opportunities for public speaking and for working on delivery - volume, pacing, and inflection; encourage students to see the relationship between writing and speaking as they consider their ideas orally and to use oration as an aid to the process of revision; introduce students to the practice of identifying similarities and differences and making connections between people, ideas, objects, and historical events; practice tone and inflection by means of dramatic reading	RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.7, RL.8.9, RL.8.10, RL.8.10, RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI.8.9, RI.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, L.8.3

**John Adams Academy**  
**Middle School Writing Program (6-8)**

Grade Taught	Curriculum	Benchmark Skills	Standards Met
<b>6</b>	<p><i>Writing and Rhetoric</i> Book 5 Refutation and Confirmation</p> <p>Teacher Created Narrative Writing Assignments</p>	<p>Demonstrate understanding of text by creating outlines, summarizing and paraphrasing; C/C 2 or more character, settings or events, drawing on specific details; determining theme; introducing a topic or text clearly, stating an opinion, and creating an organizational structure in which ideas are logically grouped into coherent paragraphs; introducing claims and supporting them with clean and logically organized reasons that are supported by facts and details; developing the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; providing a concluding statement or section that follows from the argument presented; using precise language and domain-specific vocab to inform or explain; establishing and maintaining a formal style; producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; with peer support, developing and strengthening writing as needed; using tech as an aid to revision and oration; write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences</p>	<p>W.6.1, W.6.2, W.6.3, W.6.4, W.6.5, W.6.6, W.6.8, W.6.9, W.6.10, L.6.1, L.6.2, L.6.3</p>
<b>6</b>	<p><i>Writing and Rhetoric</i> Book 6 Commonplace</p> <p>Teacher Created Research Writing Assignment</p>	<p>Enable students to write well-crafted 6 paragraph persuasive essays (with introduction, body paragraphs and conclusions) attacking general types of wrongdoing and defending general types of virtuous behavior, including development of an awareness of transitions and tone; demonstrate the use of pathos to engage the emotions of readers; practice the concepts of thesis and supporting arguments, incl anticipation of opposing arguments; encourage students to map their arguments before they write; support the development of inventing topics and ideas to write about and demonstrate the use of quotations in a crafted piece of writing; continue development of revision, proofreading, and joint critiquing; reinforce grammatical concepts such as participial and prepositional phrases and simple and compound sentences, as well as provide practice recognizing and repairing sentence fragments and run-on sentences; aid in the development of vocabulary and analysis of language as well as thinking in analogies; review concepts of contrast and comparison as well as monologue and soliloquy; Reinforce ability to summarize and paraphrase, as well as to amplify through description, for greater rhetorical flexibility; employ a number of new rhetorical devices: the contrary, synonymia, antonymia, periphrasis, anacolutha, and repetition; strengthen working memory through recitation; Conduct short research projects to answer a question, drawing on several sources and refocusing inquiry when appropriate</p>	<p>W.6.1, W.6.2, W.6.3, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.10, L.6.1, L.6.2, L.6.3</p>
<b>7</b>	<p><i>Writing and Rhetoric</i> Book 7 Encomium &amp; Vituperation</p>	<p>6-paragraph persuasive essays; praise &amp; blame characters; transition, tone; biographical research paper; invention &amp; revision techniques; grammar concepts: prepositional phrases, simple/compound sentences, fragments, run-ons; review compare &amp; contrast; rhetorical skills: pathos, hyperbole, contrary, antithesis, eupemism, dysphemism, parallelism; exercises in sentence manipulation</p>	<p>W.7.1, W.7.2, W.7.3, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, L.7.1, L.7.2, L.7.3</p>
<b>8</b>	<p><i>Writing and Rhetoric</i> Book 8 Comparison</p>	<p>6-paragraph comparative essays; transition, tone; topic sentences; narrative overview; organizing and summarizing information into expository paragraphs; invention &amp; revision techniques; use of quotations; grammar concepts: prepositional phrases, simple/compound sentences, fragments, run-ons; review compare &amp; contrast; rhetorical skills: pathos, analogy, simile, metaphor, chiasma, hypophora, parallelism, anastrophe; exercises in sentence manipulation &amp; imitation: simplifying, creating appositives, passive to active voice, amplification, sentence variety</p>	<p>W.8.1, W.8.2, W.8.3, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10</p>

<p style="text-align: center;"><b>7, 8</b></p>	<p><i>Writing and Rhetoric</i> Book 9 Description and Impersonation</p> <p>Teacher Created Narrative Essay</p>	<p>4-paragraph descriptive essays;transition, tone, &amp; style; topic sentences; sequence words; descriptive skills: specific, vivid words, sensorial words, show vs tell; organizing and summarizing information from multiple texts to create a topic; organizing and summarizing information into expository paragraphs; invention &amp; revision techniques; grammar concepts: subordinating conjunctions, gerunds, colons, and semicolons;rhetorical skills: alliteration, simile, metaphor, hyperbole, aetiologia, anthypophora, repetiticion, anaphora, epstrophe, expeditio, illustration, conclusion; sentence manipulation and imitation, sentence variety</p>	<p>W.7.2, W.8.2, W.7.3, W.8.3</p>
--	--	---	-----------------------------------



## Chapter 3 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
3.1	3.1.1	Using the Multiplicative Identity	Preparation for 6.RP.3c in Lesson 3.1.2
	3.1.2	Portions as Percents	6.RP.3c
	3.1.3	Connecting Percents with Decimals and Fractions	Preparation for 6.NS.3 in Lesson 3.1.4
	3.1.4	Multiple Representations of a Portion	6.NS.3
	3.1.5	Completing the Web	Preparation for 6.RP.3c in Section 9.2
	3.1.6	Investigating Ratios	6.RP.1
3.2	3.2.1	Addition, Subtraction, and Opposites	6.NS.5, 6, NS.6a
	3.2.2	Locating Negative Numbers	6.NS.4, 6.NS.5, 6.NS.6a, 6.NS.6c, 6.NS.7a
	3.2.3	Absolute Value	6.NS.7b, 6.NS.7c, 6.NS.7d
	3.2.4	Length on a Coordinate Graph	6.NS.6b, 6.NS.6c, 6.NS.8, 6.G.3

## Chapter 4 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
4.1	4.1.1	Introduction to Variables	6.EE.2a, 6.EE.6
	4.1.2	Writing Equivalent Expressions	Preparation for 6.EE.4, 6.EE.6 in Lesson 4.1.3
	4.1.3	Using Variables to Generalize	6.EE.2a, 6.EE.2c, 6.EE.4, 6.EE.6
4.2	4.2.1	Enlarging Two-Dimensional Shapes	6.RP.1
	4.2.2	Enlarging and Reducing Figures	6.RP.1
	4.2.3	Enlargement and Reduction Ratios	6.RP.1
	4.2.4	Ratios in Other Situations	6.RP.1

## Chapter 5 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
5.1	5.1.1	Representing Fraction Multiplication	Preparation for 6.NS.1 in Section 6.1
	5.1.2	Describing Parts of Parts	Preparation for 6.NS.1 in Section 6.1
	5.1.3	Calculating Parts of Parts	Preparation for 6.NS.1 in Section 6.1
	5.1.4	Multiplying Mixed Numbers	Preparation for 6.NS.1 in Section 6.1
5.2	5.2.1	Making Sense of Decimal Multiplication	6.RP.3c, 6.NS.3
	5.2.2	Fraction Multiplication Number Sense	Preparation for 6.NS.1 in Section 6.1
5.3	5.3.1	Rearranging Areas	6.G.1
	5.3.2	Area of a Parallelogram	6.G.1
	5.3.3	Area of a Triangle	6.G.1
	5.3.4	Area of a Trapezoid	6.G.1

## Chapter 6 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
6.1	6.1.1	Dividing	Preparation for 6.NS.1 in Lesson 6.1.2
	6.1.2	Fractions as Division Problems	6.NS.1, 6.NS.2
	6.1.3	Problem Solving with Division	6.NS.1
	6.1.4	Solving Problems Involving Fraction Division	6.NS.1
6.2	6.2.1	Order of Operations	6.EE.1, 6.EE.2b, 6.EE.2c
	6.2.2	Area of a Rectangular Shape	6.EE.6
	6.2.3	Naming Perimeters of Algebra Tiles	6.EE.3, 6.EE.4
	6.2.4	Combining Like Terms	6.EE.3
	6.2.5	Evaluating Algebraic Expressions	6.EE.1, 6.EE.2c

## Chapter 7 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
7.1	7.1.1	Comparing Rates	6.RP.3a
	7.1.2	Comparing Rates with Tables and Graphs	6.RP.3a
	7.1.3	Unit Rates	6.RP.2, 6.RP.3a, 6.RP.3b
7.2	7.2.1	Analyzing Strategies for Dividing Fractions	6.NS.1
	7.2.2	Another Strategy for Dividing Fractions	6.NS.1
	7.2.3	Division with Fractions and Decimals	6.NS.1, 6.NS.3
	7.2.4	Fraction Division as Ratios	6.NS.1
7.3	7.3.1	Inverse Operations	6.EE.3
	7.3.2	Distributive Property	6.EE.2a, 6.EE.3
	7.3.3	Distributive Property and Expressions Vocabulary	6.EE.2a, 6.EE.3
	7.3.4	Writing Algebraic Equations and Inequalities	6.EE.2a, 6.EE.5, 6.EE.6, 6.EE.7, 6.EE.8

## Chapter 8 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
8.1	8.1.1	Measures of Central Tendency	6.SP.2, 6.SP.3, 6.SP.5c
	8.1.2	Choosing Mean or Median	6.SP.2, 6.SP.3, 6.SP.5c, 6.SP.5d
	8.1.3	Shape and Spread	6.SP.2, 6.SP.3, 6.SP.5c, 6.SP.5d
	8.1.4	Box Plots and Interquartile Range	6.SP.3, 6.SP.4, 6.SP.5a, 6.SP.5b, 6.SP.5c, 6.SP.5d
	8.1.5	Comparing and Choosing Representations	6.SP.4
8.2	8.2.1	Statistical Questions	6.SP.1, 6.SP.5b
8.3	8.3.1	Writing Multiplication Equations	6.EE.7, 6.EE.9
	8.3.2	Distance, Rate, and Time	6.RP.3b, 6.EE.9
	8.3.3	Unit Conversion	6.RP.3b, 6.RP.3d

## Chapter 9 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
9.1	9.1.1	Volume of a Rectangular Prism	6.G.2
	9.1.2	Nets and Surface Area	6.G.4
9.2	9.2.1	Multiplicative Growth and Percents	6.RP.3c
	9.2.2	Composition and Decomposition of Percents	6.RP.3c
	9.2.3	Percent Discounts	6.RP.3c
	9.2.4	Simple Interest and Tips	6.RP.3c

**Correlation of the Common Core State Standards Grade 7  
to *Core Connections, Course 2***

Chapter 1 Teacher Guide

<b>Section</b>	<b>Lesson</b>	<b>Lesson Objectives</b>	<b>CCSS Standards</b>
1.1	1.1.1	Finding Shared and Unique Characteristics	
	1.1.2	Analyzing a Game	
	1.1.3	Finding Unknowns	
	1.1.4	Investigating a Proportional Relationship	
	1.1.5	Investigating Number Patterns	
1.2	1.2.1	Introduction to Probability	7.SP.5, 7.SP.6
	1.2.2	Investigating Probability	7.SP.6, 7.SP.7b
	1.2.3	Modifying the Sample Space	7.SP.7a
	1.2.4 (opt.)	Expressing Fractions as Percents	
	1.2.5	Rewriting Fractions	Preparation for 7.SP.8a in Lesson 1.2.7
	1.2.6 (opt.)	Fraction Addition	
	1.2.7	Compound Probability	7.SP.8a

	1.2.8	Subtracting Probabilities	7.SP.8a
--	-------	---------------------------	---------

**Chapter 2 Teacher Guide**

<b>Section</b>	<b>Lesson</b>	<b>Lesson Objectives</b>	<b>CCSS Standards</b>
2.1	2.1.1	Fraction-to-Decimal Conversions	7.NS.2d
	2.1.2	Rewriting Decimals as Fractions	7.NS.2d
2.2	2.2.1	Composing Integers	Preparation for 7.NS.1d in Lesson 2.2.2
	2.2.2	Adding Integers and Rational Numbers	7.NS.1a, 7.NS.1b, 7.NS.1d
	2.2.3	More Addition of Integers and Rational Numbers	7.NS.1a, 7.NS.1b, 7.NS.1d
	2.2.4	Multiplication as Repeated Addition	7.NS.2a
	2.2.5	Multiplication of Portions	7.NS.2a
	2.2.6	Multiplying Mixed Numbers	7.NS.2a
2.3	2.3.1	Choosing a Scale and Graphing Data	Preparation for 7.RP.2a, 7.RP.2b in Section 4.2
	2.3.2	More Graph Scaling	Preparation for 7.RP.2a, 7.RP.2b in Section 4.2

## Chapter 3 Teacher Guide

<b>Section</b>	<b>Lesson</b>	<b>Lesson Objectives</b>	<b>CCSS Standards</b>
3.1	3.1.1	Grouping Expressions	7.NS.1d
	3.1.2	Identifying Terms in Expressions	Preparation for 7.NS.1c in Lesson 3.2.1
3.2	3.2.1	Subtraction of Integers	7.NS.1c, 7.NS.1d
	3.2.2	Connecting Addition and Subtraction	7.NS.1c, 7.NS.1d
	3.2.3	Multiplication as Repeated Subtraction	7.NS.2a, 7.NS.2b, 7.NS.2c
	3.2.4	Multiplication with Decimals	7.NS.2a, 7.NS.2c
	3.2.5	Addition, Subtraction, Multiplication, and Division of Integers	7.NS.2c, 7.NS.3
3.3	3.3.1	Division with Rational Numbers	7.NS.2b, 7.NS.2c, 7.NS.3
	3.3.2	Division with Decimals	7.NS.2c, 7.NS.3
	3.3.3	Arithmetic Properties	7.NS.1d, 7.NS.2c, 7.NS.3

## Chapter 4 Teacher Guide

<b>Section</b>	<b>Lesson</b>	<b>Lesson Objectives</b>	<b>CCSS Standards</b>
4.1	4.1.1	Similar Figures	7.G.1
	4.1.2	Scale Drawings	7.G.1
4.2	4.2.1	Recognizing Proportional Relationships	7.RP.2a
	4.2.2	Proportional Relationships with Tables and Graphs	7.RP.2a, 7.RP.2d
	4.2.3	Unit Rate and Proportional Equations	7.RP.1, 7.RP.2a, 7.RP.2b, 7.RP.2c, 7.RP.2d
	4.2.4	Connecting Representations of Proportional Relationships	7.RP.2a, 7.RP.2b, 7.RP.2c, 7.RP.2d
4.3	4.3.1	Combining Like Terms	7.EE.1
	4.3.2	Distributive Property	7.EE.1
	4.3.3	Simplifying with Zero	7.EE.1



## Chapter 5 Teacher Guide

<b>Section</b>	<b>Lesson</b>	<b>Lesson Objectives</b>	<b>CCSS Standards</b>
5.1	5.1.1	Part-Whole Relationships	7.RP.3
	5.1.2	Finding and Using Percentages	7.RP.3
5.2	5.2.1	Probability Games	7.SP.7a
	5.2.2	Computer Simulations of Probability	7.SP.7b, 7.SP.8c
	5.2.3	Compound Independent Events	7.SP.6
	5.2.4	Probability Tables	7.SP.8b
	5.2.5	Probability Trees	7.SP.8a
	5.2.6	Compound Events	7.SP.8a, 7.SP.8b
5.3	5.3.1	Describing Relationships Between Quantities	Preparation for 7.EE.3 in Lesson 5.3.2
	5.3.2	Solving a Word Problem	7.EE.3
	5.3.3	Strategies for Using the 5-D Process	7.EE.3
	5.3.4	Using Variables to Represent Quantities in Word Problems	7.EE.3
	5.3.5	More Word Problem Solving	7.EE.3

## Chapter 6 Teacher Guide

<b>Section</b>	<b>Lesson</b>	<b>Lesson Objectives</b>	<b>CCSS Standards</b>
6.1	6.1.1	Comparing Expressions	Preparation for 7.EE.4a, 7.EE.4b in Lessons 6.1.4, 6.2.1
	6.1.2	Comparing Quantities with Variables	Preparation for 7.EE.4a, 7.EE.4b in Lessons 6.1.4, 6.2.1
	6.1.3	One Variable Inequalities	Preparation for 7.EE.4a, 7.EE.4b in Lessons 6.1.4, 6.2.1
	6.1.4	Solving One Variable Inequalities	7.EE.4b
6.2	6.2.1	Solving Equations	7.EE.4a
	6.2.2	Checking Solutions and the Distributive Property	7.EE.4a
	6.2.3	Solving Equations and Recording Work	7.EE.3, 7.EE.4a
	6.2.4	Using a Table to Write Equations from Word Problems	7.EE.3, 7.EE.4a
	6.2.5	Writing and Solving Equations	7.EE.3, 7.EE.4a
	6.2.6	Cases With Infinite or No Solutions	7.EE.4a
	6.2.7	Choosing a Solving Strategy	7.EE.4a

## Chapter 7 Teacher Guide

<b>Section</b>	<b>Lesson</b>	<b>Lesson Objectives</b>	<b>CCSS Standards</b>
7.1	7.1.1	Distance, Rate, and Time	7.RP.2c, 7.RP.2d, 7.RP.3
	7.1.2	Scaling Quantities	7.EE.2
	7.1.3	Solving Problems Involving Percents	7.NS.3, 7.EE.2, 7.RP.3
	7.1.4	Equations with Fraction and Decimal Coefficients	7.NS.3, 7.EE.2
	7.1.5	Creating Integer Coefficients	7.EE.2
	7.1.6	Creating Integer Coefficients Efficiently	7.EE.2, 7.EE.4a
	7.1.7	Percent Increase and Decrease	7.RP.3, 7.EE.3, 7.EE.4a
	7.1.8	Simple Interest	7.RP.3
7.2	7.2.1	Finding Missing Information in Proportional Relationships	7.RP.3
	7.2.2	Solving Proportions	7.RP.3

## Chapter 8 Teacher Guide

<b>Section</b>	<b>Lesson</b>	<b>Lesson Objectives</b>	<b>CCSS Standards</b>
8.1	8.1.1	Measurement Precision	7.SP.3
	8.1.2	Comparing Distributions	7.SP.3
8.2	8.2.1	Representative Samples	7.SP.1
	8.2.2	Inference From Random Samples	7.SP.2, 7.SP.4
8.3	8.3.1	Introduction to Angles	Preparation for 7.G.5 in Lesson 8.3.2
	8.3.2	Classifying Angles	7.G.5
	8.3.3	Constructing Shapes	7.G.2
	8.3.4	Building Triangles	7.G.2

## Chapter 9 Teacher Guide

<b>Section</b>	<b>Lesson</b>	<b>Lesson Objectives</b>	<b>CCSS Standards</b>
9.1	9.1.1	Circumference, Diameter, and Pi	7.G.4
	9.1.2	Area of Circles	7.G.4
	9.1.3	Area of Composite Shapes	7.G.4, 7.G.6
9.2	9.2.1	Surface Area and Volume	7.G.6
	9.2.2	Cross Sections	7.G.3
	9.2.3	Volume of a Prism	7.G.6
	9.2.4	Volume of Non-Rectangular Prisms	7.G.6

# Correlation of the Common Core State Standards Grade 8 to *Core Connections, Course 3*

## Chapter 1 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
1.1	1.1.1	Interpreting Graphs	
	1.1.2	Finding and Generalizing Patterns	
	1.1.3	The Algebra Walk	
	1.1.4	Collecting, Organizing, and Analyzing Data	8.SP.2
1.2	1.2.1	Proportional Relationships with Graphs and Tables	8.EE.5
	1.2.2	Strategies for Solving Proportional Relationships	Preparation for 8.EE.7a, 8.EE.7b in Section 3.2

## Chapter 2 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
2.1	2.1.1	Exploring Variables and Expressions	Preparation for 8.EE.7a, 8.EE.7b in Lesson 2.1.8
	2.1.2	Simplifying Expressions by Combining Like Terms	Preparation for 8.EE.7a, 8.EE.7b in Lesson 2.1.8
	2.1.3	Writing Algebraic Expressions	Preparation for 8.EE.7a, 8.EE.7b in Lesson 2.1.8
	2.1.4	Using Zero to Simplify Algebraic Expressions	Preparation for 8.EE.7a, 8.EE.7b in Lesson 2.1.8
	2.1.5	Using Algebra Tiles to Simplify Algebraic Expressions	Preparation for 8.EE.7a, 8.EE.7b in Lesson 2.1.8
	2.1.6	Using Algebra Tiles to Compare Expressions	Preparation for 8.EE.7a, 8.EE.7b in Lesson 2.1.8
	2.1.7	Simplifying and Recording Work	Preparation for 8.EE.7a, 8.EE.7b in Lesson 2.1.8
	2.1.8	Using Algebra Tiles to Solve for $x$	8.EE.7a, 8.EE.7b
	2.1.9	More Solving Equations	8.EE.7a, 8.EE.7b

## Chapter 3 Teacher Guide

<b>Section</b>	<b>Lesson</b>	<b>Lesson Objectives</b>	<b>CCSS Standards</b>
3.1	3.1.1	Extending Patterns and Finding Rules	Preparation for 8.F.1 in Lesson 3.1.2
	3.1.2	Using Tables, Graphs, and Rules to Make Predictions	8.F.1, 8.F.2, 8.F.3, 8.F.4
	3.1.3	Using a Graphing Calculator and Identifying Solutions	8.F.1, 8.F.2, 8.F.3, 8.F.4
	3.1.4	Completing Tables and Drawing Graphs	8.F.1, 8.F.2, 8.F.3, 8.F.4
	3.1.5	Graphs, Tables, and Rules	8.F.1, 8.F.2, 8.F.3, 8.F.4
	3.1.6	Complete Graphs	8.F.1, 8.F.2, 8.F.3, 8.F.4
	3.1.7	Identifying Common Graphing Errors	8.F.4
3.2	3.2.1	Solving Equations and Checking Solutions	8.EE.7a, 8.EE.7b
	3.2.2	Determining the Number of Solutions	8.EE.7a, 8.EE.7b
	3.2.3	Problem Solving With Equations	8.EE.7b
	3.2.4	More Solving Equations to Solve Problems	8.EE.7b
	3.2.5	Distributive Property Equations	8.EE.7b

## Chapter 4 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
4.1	4.1.1	Finding Connections Between Representations	8.F.2, 8.F.4
	4.1.2	Seeing Growth in Different Representations	8.F.2, 8.F.4
	4.1.3	Connecting Linear Rules and Graphs	8.F.2, 8.F.4
	4.1.4	$y = mx + b$	8.EE.6, 8.F.2, 8.F.4
	4.1.5	Checking the Connections	8.F.2, 8.F.4
	4.1.6	Graphing a Line Without an $x \rightarrow y$ Table	8.F.2, 8.F.4
	4.1.7	Completing the Web	8.F.2, 8.F.4

## Chapter 5 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
5.1	5.1.1	Working with Multi-Variable Equations	Preparation for 8.EE.8b in Lesson 5.2.4
	5.1.2	Solving Equations with Fractions	8.EE.7b
5.2	5.2.1	Introduction to Systems of Equations	8.EE.8a
	5.2.2	Writing Rules from Word Problems	8.EE.8c
	5.2.3	Solving Systems Algebraically	8.EE.8b, 8.EE.8c
	5.2.4	Strategies for Solving Systems	8.EE.8b, 8.EE.8c



## Chapter 6 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
6.1	6.1.1	Rigid Transformations	8.G.1a, 8.G.1b, 8.G.1c
	6.1.2	Rigid Transformations on a Coordinate Graph	8.G.1a, 8.G.1b, 8.G.1c, 8.G.2, 8.G.3, 8.G.4
	6.1.3	Describing Transformations	8.G.1a, 8.G.1b, 8.G.1c, 8.G.2, 8.G.3, 8.G.4
	6.1.4	Using Rigid Transformations	8.G.3
6.2	6.2.1	Multiplication and Dilation	8.G.3
	6.2.2	Dilations and Similar Figures	8.G.3, 8.G.4
	6.2.3	Identifying Similar Shapes	8.G.1a, 8.G.1b, 8.G.1c, 8.G.2, 8.G.4
	6.2.4	Similar Figures and Transformations	8.G.2, 8.G.4
	6.2.5	Working With Corresponding Sides	8.G.4
	6.2.6	Solving Problems Involving Similar Shapes	8.G.4

## Chapter 7 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
7.1	7.1.1	Circle Graphs	
	7.1.2	Organizing Data in a Scatterplot	8.SP.1
	7.1.3	Identifying and Describing Association	8.SP.1, 8.SP.2
7.2	7.2.1	$y = mx + b$ Revisited	8.EE.6, 8.F.3
	7.2.2	Slope	8.EE.6
	7.2.3	Slope in Different Representations	8.EE.6
	7.2.4	More About Slope	8.EE.6
	7.2.5	Proportional Equations	8.EE.5, 8.EE.6
7.3	7.3.1	Using Equations to Make Predictions	8.SP.3
	7.3.2	Describing Association Fully	8.SP.2, 8.SP.3
	7.3.3	Association Between Categorical Variables	8.SP.4

## Chapter 8 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
8.1	8.1.1	Patterns of Growth in Tables and Graphs	8.F.3
	8.1.2	Compound Interest	Preparation for 8.EE.1 in Lesson 8.2.1
	8.1.3	Linear and Exponential Growth	8.F.3
8.2	8.2.1	Exponents and Scientific Notation	8.EE.1, 8.EE.3
	8.2.2	Exponent Rules	8.EE.1
	8.2.3	Negative Exponents	8.EE.1
	8.2.4	Operations with Scientific Notation	8.EE.4
8.3	8.3.1	Functions in Graphs and Tables	8.F.1, 8.F.3, 8.F.5

## Chapter 9 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
9.1	9.1.1	Parallel Line Angle Pair Relationships	8.G.5
	9.1.2	Finding Unknown Angles in Triangles	8.G.5
	9.1.3	Exterior Angles in Triangles	8.G.5
	9.1.4	AA Triangle Similarity	8.G.5
9.2	9.2.1	Side Lengths and Triangles	Preparation for 8.G.7 in Lesson 9.2.2
	9.2.2	Pythagorean Theorem	8.G.6, 8.G.7
	9.2.3	Understanding Square Root	8.NS.2
	9.2.4	Real Numbers	8.NS.1, 8.EE.2
	9.2.5	Applications of Pythagorean Theorem	8.G.7, 8.G.8
	9.2.6	Pythagorean Theorem in Three Dimensions	8.G.7
	9.2.7	Pythagorean Theorem Proofs	8.G.6

## Chapter 10 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
10.1	10.1.1	Cube Roots	8.EE.2
	10.1.2	Surface Area and Volume of a Cylinder	8.G.9
	10.1.3	Volumes of Cones and Pyramids	8.G.9
	10.1.4	Volume of a Sphere	8.G.9
	10.1.5	Applications of Volume	8.G.9

## 1<sup>st</sup> Grade Summer Reading List

### **Picture Books:**

*A Bad Case of Stripes* by David Shannon  
*Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst  
*Bill and Pete Go Down the Nile* by Tomie dePaola  
*Caps for Sale* by Esphyr Slobodkina  
*Cinderella* by Marcia Brown  
*Curious George* by Margret Rey  
*Fables* by Arnold Lobel  
*Frog & Toad* by Arnold Lobel  
*Hansel and Gretel* by Rika Lesser  
*Johnny Appleseed* by Steven Kellogg  
*Little Red Riding Hood* by Trina Schart Hyman  
*Magic Tree House* by Mary Pope Osborne  
*Mufaro's Beautiful Daughters* by John Steptoe  
*Rapunzel* by Paul O. Zelinsky  
*Rumpelstiltskin* by Paul O. Zelinsky  
*Stellaluna* by Janell Cannon  
*Swimmy* by Leo Lionni  
*The Three Pigs* by David Wiesner  
*The Ugly Duckling* by Hans Christian Andersen & Jerry Pinkney  
*Zomo the Rabbit* by Gerald McDermott

### **Chapter Books:**

*Flat Stanley* by Jeff Brown  
*Ginger Pye* by Eleanor Estes  
*Half Magic* by Edward Eager  
*In Grandma's Attic* by Arleta Richardson  
*Ivy & Bean* by Annie Barrows  
*Mercy Watson to the Rescue* by Kate DiCamillo

### **Authors:**

A. A. Milne  
Arnold Lobel  
Beatrix Potter  
Dr. Seuss  
Ezra Jack Keats  
Gerald McDermott  
Jack Prelutsky  
Jan Brett  
Janell Cannon  
Kate DiCamillo  
Laura Numeroff  
Margret Rey  
Mercer Mayer  
Norman Bridwell  
Robert McCloskey  
San & Jan Berenstain  
Steven Kellogg  
Virginia Lee Burton  
William Steig

## 2<sup>nd</sup> Grade Summer Reading List

### **Picture Books:**

*A Tree is Nice* by Janice May Udry  
*Abraham Lincoln* by Edgar Parin d'Aulaire  
*Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst  
*Amelia Bedelia* by Peggy Parish  
*Corduroy* by Don Freeman  
*Harry the Dirty Dog* by Gene Zion  
*Little Bear* by Else Homelund Minarik  
*More Than Anything Else* by Marie Bradley  
*Ox-Cart Man* by Donald Hall  
*The Bravest Dog Ever* by Natalie Standiford  
*Tikki Tikki Tembo* by Arlene Mosel  
*Titanic: Lost and Found* by Judy Donnelly  
*Wagon Wheels* by Barbara Brenner

### **Chapter Books:**

*A Lion to Guard Us* by Clyde Robert Bulla  
*All-of-a-Kind Family* by Sydney Taylor  
*Babe The Gallant Pig* by Dick King-Smith  
*Bears on Hemlock Mountain* by Alice Dalgliesh  
*Betsy-Tacy* by Maud Hart Lovelace  
*Dr. Dolittle* by Hugh Lofting  
*Freddy the Detective* by Walter R. Brooks  
*Heidi* by Johanna Spyri  
*Homer Price* by Robert McCloskey  
*Little Witch* by Anna Elizabeth Benett  
*No Such Things as a Witch* by Ruth Chew  
*Owls in the Family* by Farley Mowat  
*Pinocchio* by C. Collodi  
*Railway Children* by E. Nesbit  
*Shiloh* by Phyllis Reynolds Naylor  
*Stuart Little* by E. B. White  
*The Boxcar Children* by Gertrude Chandler Warner  
*The Mouse and the Motorcycle* by Beverly Cleary  
*The Prairie Thief* by Melissa Wiley  
*Who Wants a Cheap Rhinoceros* by Shel Silverstein  
*The Wheel on the School* by Meindert DeJong

### **Authors:**

Alice Dalgliesh  
Arnold Lobel  
Beverly Cleary  
Don Freeman  
E. B. White  
E. Nesbit  
Else Homelund Minarik  
Geronimo Stilton  
Kate DiCamillo  
Margaret Wise Brown  
Peggy Parish

### 3<sup>rd</sup> Grade Summer Reading List

#### **Books:**

*A Little Princess* by Frances Hodgson Burnett  
*American Tall Tales* by Mary Pope Osborne  
*Appleblossom the Possum* by Holly Goldberg Sloan  
*Beasts of Olympus* by Lucy Coats  
*Black Beauty* by Anna Sewell  
*Caddie Woodlawn* by Carol Ryrie Brink  
*Charlotte's Web* by E.B. White  
*Encyclopedia Brown* by Donald J. Sobol  
*Fables* by Arnold Lobel  
*Freckle Juice* by Judy Blume  
*Hailstones and Halibut Bones* by Mary O'Neill  
*Heidi* by Johanna Spyri  
*Henry Huggins* by Beverly Cleary  
*Homer Price* by Robert McCloskey  
*I Survived the Shark Attack of 1916* by Lauren Tarshis  
*Ivy + Bean* by Annie Barrows  
*Jigsaw Jones: The Case of Hermie the Missing Hamster* by James Preller  
*Judy Moody Was in a Mood* by Megan McDonald  
*Lassie Come-Home* by Eric Knight  
*Little House on the Prairie* by Laura Ingalls Wilder  
*Mrs. Piggle-Wiggle* by Betty MacDonald  
*My Father's Dragon* by Ruth Stiles Gannett  
*Paul Bunyan* by Steven Kellogg  
*Rabbit Hill* by Robert Lawson  
*Sarah, Plain and Tall* by Patricia MacLachlan  
*The Borrowers* by Mary Norton  
*The Cabin Faced West* by Jean Fritz  
*The Extraordinary Adventures of an Ordinary Hat* by Christa Unzner-Fischer  
*The Grapes of Math* by Greg Tang  
*The Great American Mousical* by Julie Andrews Edwards  
*The Little Prince* by Antoine de Saint-Exupéry  
*The Littles* by John Peterson  
*The Railway Children* by E. Nesbit  
*The Saturdays* by Elizabeth Enright  
*The Secret Garden* by Frances Hodgson Burnett

#### **Authors:**

E. B. White  
Eleanor Estes  
Geronimo Stilton  
James Preller  
John Peterson  
Kate DiCamillo  
Lauren Tarshis  
Megan McDonald  
Roald Dahl  
Robert McCloskey  
Steven Kellogg

## 4<sup>th</sup> Grade Summer Reading List

### **Books:**

*A Llama in the Family* by Johanna Hurwitz  
*Adventures of Tom Sawyer* by Mark Twain  
*Bridge to Terabithia* by Katherine Paterson  
*Caddie Woodlawn* by Carol Ryrie Brink  
*Calico Captive* by Elizabeth George Speare  
*Charlie and the Chocolate Factory* by Roald Dahl  
*Clementine* by Sarah Pennypacker  
*Cricket in Times Square* by George Selden  
*Doctor Doolittle* by Hugh Lofting  
*Emily Windsnap* by Liz Kessler  
*Emmy and the Incredible Shrinking Rat* by Lynne Jonell  
*Frindle* by Andrew Clements  
*How to Eat Fried Worms* by Thomas Rockwell  
*Jim Ugly* by Sid Fleischman  
*Little House Series* by Laura Ingalls Wilder  
*Mary Poppins* by P. L. Travers  
*Om-Kas-Toe: Blackfoot Twin Captures an Elkdog* by Kenneth Thomasma  
*Pippi Longstocking* by Astrid Lindgren  
*Series of Unfortunate Events* by Lemony Snicket  
*Shiloh* by Phyllis Reynolds Naylor  
*The Borrowers* by Mary Norton  
*The Cabin Faced West* by Jean Fritz  
*The Great Turkey Walk* by Kathleen Karr  
*The Last of the Really Great Whangdoodles* by Julie Andrews Edwards  
*The Phantom Tollbooth* by Norton Juster  
*The Saturdays* by Elizabeth Enright  
*The Secret of the Old Clock* by Carolyn Keene  
*The Tower Treasure* by Franklin W. Dixon  
*The Whipping Boy* by Sid Fleischman  
*The Wonderful Flight to the Mushroom Planet* by Eleanor Cameron

### **Authors:**

Andrew Clements  
Astrid Lindgren  
Avi  
Beverly Cleary  
Carolyn Keene  
E. Nesbit  
Edward Eager  
Eleanor Estes  
Elizabeth George Speare  
Eva Ibbotson  
Franklin W. Dixon  
Jean Craighead George  
Jean Fritz  
Katherine Paterson  
Laura Ingalls Wilder  
Mike Lupica  
Sid Fleischman

## 5<sup>th</sup> Grade Summer Reading List

### **Books:**

*A Lion to Watch Us* by Clyde Robert Bulla  
*A Long Way from Chicago* by Richard Peck  
*Anne of Green Gables* by L.M. Montgomery  
*Black Beauty* by Anna Sewell  
*Captains Courageous* by Rudyard Kipling  
*Ella Enchanted* by Gail Carson Levine  
*Fish* by Gregory Mone  
*Freedom Train* by Dorothy Sterling  
*Harriet the Spy* by Louise Fitzhugh  
*Hatchet* by Gary Paulsen  
*Helen Keller* by Margaret Davidson  
*Hero Over Here* by Kathleen Kudlinski  
*In the Year of the Boar and Jackie Robinson* by Bette Bao Lord  
*Island of the Blue Dolphins* by Scot O'Dell  
*Johnny Tremain* by Esther Forbes  
*Lyddie* by Katherine Paterson  
*My Side of the Mountain* by Jean Craighead George  
*Old Yeller* by Fred Gipson  
*One Crazy Summer* by Rita Williams-Garcia  
*Pollyanna* by Eleanor H. Porter  
*The Gone-Away Lake* by Elizabeth Enright  
*The Great Wheel* by Robert Lawson  
*The Invention of Hugo Cabret* by Brian Selznick  
*The Penderwicks* by Jeanne Birdsall  
*The Phantom Tollbooth* by Norton Juster  
*The Time Machine* by  
*The Twenty-One Balloons* by William Pene Du Bois  
*Toliver's Secret* by Esther Wood Brady  
*Walk Two Moons* by Sharon Creech  
*Where the Mountain Meets the Moon* by Grace Lin  
*Year of the Boar and Jackie Robinson* by Bette Bao Lord

### **Authors:**

Avi  
E. Nesbit  
Elizabeth Enright  
Elizabeth George Speare  
Esther Forbes  
Fred Gipson  
Gary Paulsen  
Jean Craighead George  
Jeanne Birdsall  
Katherine Paterson  
Robert Lawson  
Roger Lancelyn Green  
Rudyard Kipling  
Scott O'Dell  
Sid Fleischman



## 6<sup>th</sup> Grade Summer Reading List

### **Books:**

*A Long Walk to Water* by Linda Sue Park  
*A Single Shard* by Linda Sue Park  
*A Wrinkle in Time* by Madeline L'Engle  
*Around the World in 80 Days* by Jules Verne  
*Chronicles of Narnia* by C.S. Lewis  
*Dragonwings* by Yep  
*Each Little Bird that Sings* by Deborah Wiles  
*Esperanza Rising* by Pam Munoz Ryan  
*From the Mixed-Up Files of Mrs. Basil E. Frankweiler* by E.L. Koigsburg  
*Holes* by Louis Sachar  
*King Arthur* by Roger Lancelyn Green  
*Little Women* by Louisa May Alcott  
*Lizzie Bright and the Buckminster Boy* by Gary D. Schomidt  
*Maniac Magee* by Jerry Spinelli  
*Myths of Norseman* by Roger Lancelyn Green  
*Roll of Thunder, Hear My Cry* by Mildred D. Taylor  
*Tales of Ancient Egypt* by Roger Lanelyn Green  
*Tales of the Greek Heroes* by Roger Lancelyn Green  
*The Adventures of Robin Hood* by Howard Pyle  
*The Bronze Bow* by Elizabeth George Speare  
*The Door in the Wall* by Marguerite de Angeli  
*The Egypt Game* by Zipha Keatley Snyder  
*The Graveyard Book* by Neil Gaiman  
*The Hitchhiker's Guide to the Galaxy* by Douglas Adams  
*The Hobbit* by J. R. R. Tolkien  
*The Penderwicks* by Jeanne Birdsall  
*The Strange Case of Dr. Jekyll & Mr. Hyde* by Robert Louis Stevensen  
*The War that Saved My Life* by Kimberly Brubaker Bradley  
*The Westing Game* by Ellen Raskin  
*The Witch of Blackbird Pond* by Elizabeth George Speare  
*The Wolves of Willoughby Chase* by Joan Aiken  
*Tuck Everlasting* by Natalie Babbitt  
*Where the Mountain Meets the Moon* by Grace Lin  
*White Fang* by Jack London  
*Wind in the Willows* by Kenneth Grahame  
*Yellow Star* by Jennifer Roy

### **Authors:**

Elizabeth George Speare  
Jack London  
Jeanne Birdsall  
Jules Verne  
Linda Sue Park  
Madeline L'Engle  
Marguerite de Angeli  
Natalie Babbitt  
Pam Munoz Ryan  
Robert Louis Stevensen  
Roger Lancelyn Green

## TK/Kinder Summer Reading List

### **Picture Books:**

*All for Pie, Pie for All* by Molly Bang  
*Blueberries for Sal* by Robert McCloskey  
*Brave Irene* by William Steig  
*Children Make Terrible Pets* by Peter Brown  
*Chrysanthemum* by Kevin Henkes  
*Corduroy* by Don Freeman  
*Diary of a Worm* by Doreen Cronin  
*Fairy Fairy Tales* by Esme Raji Codell  
*Fireflies* by Julie Brinckloe  
*How Do Dinosaurs Go to School* by Jane Yolen & Mark Teague  
*Madeline* by Ludwig Bemelmans  
*Make Way for Ducklings* by Robert McCloskey  
*Rooster's Off to see the World* by Eric Carle  
*The Carrot Seed* by Ruth Krauss  
*The Doorbell Rang* by Pat Hutchins  
*The Giving Tree* by Shel Silverstein  
*The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear* by Audrey Wood  
*The Lorax* by Dr. Seuss  
*The Napping House* by Audrey Wood  
*The Seven Chinese Sisters* by Kathy Tucker  
*The Story of Ferdinand* by Munro Leaf  
*The Twelve Days of Springtime* by Deborah Lee Rose  
*We're Going On a Bear Hunt* by Michael Rosen

### **Chapter Books:**

*Gooseberry Park* by Cynthia Rylant  
*Lady Lollipop* by Dick King-Smith  
*Mrs. Noodlekugel* by Daniel Pinkwater  
*Mrs. Piggle-Wiggle* by Betty MacDonald  
*My Father's Dragon* by Ruth Stiles Gannett  
*The Children of Noisy Village* by Astrid Lindgren  
*The Miniature World of Marvin & James* by Elise Broach  
*Tumtum & Nutmeg* by Emily Bearn  
*Two Times the Fun* by Beverly Cleary

### **Authors:**

A. A. Milne  
Beatrix Potter  
Dr. Seuss  
Ezra Jack Keats  
Jan Brett  
Laura Numeroff  
Margret Rey  
Norman Bridwell  
Robert McCloskey  
San & Jan Berenstain  
Shel Silverstein  
Virginia Lee Burton  
William Stein

OUSD 8th Grade Yearlong Scope and Sequence										
How to Use the 8th Grade Curriculum? <a href="#">CLICK HERE FIRST</a>										
Curriculum Tools folder										
Instructional Tool Kit										
How can identifying a pattern provide solutions?										
Unit of Study:	Unit 0 - Launch / Like an Engineer	Unit 1 - Energy	Unit 2 - Weather & Climate	Unit 3 - Climate Change	Benchmark 1 - OUSD Only	Unit: Puberty Health Education - Written by OUSD's Community Schools and Student Services Department	Unit 4: Body Systems - Structures and Function at Scale	Unit 5 - Reproduction & Genetics	<a href="#">Unit Science Fair (Floating Unit)</a>	
Table of Contents:	<a href="#">Unit 0: ToC</a>	<a href="#">Unit 1: ToC</a>	<a href="#">Unit 2: ToC</a>	<a href="#">Unit 3: ToC</a>	<a href="#">Teacher Overview</a>	In order to obtain curriculum, you must attend the training(s). Contact the facilitator at <a href="mailto:tea_benchmark@board.org">tea_benchmark@board.org</a>	<a href="#">Unit 4: ToC</a>	<a href="#">Unit 5: ToC</a>		
Unit Feedback:	<a href="#">Unit 0 Feedback</a>	<a href="#">Unit 1 Feedback</a>	<a href="#">Unit 2 Feedback</a>	<a href="#">Unit 3 Feedback</a>	<a href="#">Benchmark 1 Feedback</a>		<a href="#">Unit 4 Feedback</a>	<a href="#">Unit 5 Feedback</a>		
Unit Length & Dates:	2 weeks	6 weeks	4 Weeks	5 Weeks	3 days within Jan. 13th - 20th	5 days Feb. 5-9	6 Weeks	7 Weeks	2 Weeks	
Essential Question(s):	How can failure lead to innovation?	How can your home minimize energy loss?	What makes the weather in my neighborhood?	How can human activities affect the climate?	Why does fog roll in from the ocean in the late afternoon?		How does our body respond to change?	How do we ensure traits are passed on from one generation to the next?	Reference the OUSD Science Fair Participation Guidelines on the website	
Anchor Phenomenon:	N/A	Balloon in a freezer	What makes a cloud?	Why is it getting hotter?	Bay Area afternoon fog		Why do we sweat?	Why do we look similar and different from our family and peers?		
Storyline: (Students' role)	You are an engineer investigating structures to build for the future.	You are an architect who will design a home for a community that will minimize thermal energy transfer	You are a meteorologist advising some adventurers on a trip they plan to take. Why are different places on Earth so hot, cold, dry, windy, wet, and sunny?	You have been hired by the City of Oakland to come up with a plan to mitigate our impact on our environment by decreasing greenhouse gas emissions. You will need to explain the current situation, describe your plan, and convince the City of Oakland to adopt your plan.	-	You are you.	You are a Public Health Consultant developing team games for Extended Day Programs that will help 5th graders understand how exercise helps keep their bodies and minds healthy. Partners or individuals will design a brochure that looks at the interaction between several organ systems and explain the role cells, tissues and organs have in carrying out vital functions to maintain health.	You are an agricultural scientist advising farmers on how to improve the quality of the crops they produced. Partners or individuals will construct an argument as to which breeding strategy is recommended to almond farmers. As an agricultural scientist, your report must include evidence around the influence of environmental and genetic factors.	K-12 OUSD Science Fair website	
Learning Tasks:	6.0.0: Building a Tower	6.1.0: Balloon in a Freezer	6.2.0: The Weight of Air	6.3.0: Ecological Footprint	-	Pre-teach Lesson	6.4.0: Kickball	6.5.0: Human Traits Survey		
	6.0.1: What happen here?	6.1.2: Thermal Energy	6.2.1: Radiation and Convection - Clouds	6.3.1: CO2 and Temperature	-	Lesson 1 - What's happening to my body?	6.4.1: Body Systems	6.5.1: Structures & Behavior for Reproductive Success		
		6.1.2: Energy Efficient Building	6.1.2: Heat Reservoir - Land and Water	6.3.2: Effects of Increased Temperatures	-	Lesson 2 - Am I normal?	6.4.2: Microorganisms	6.5.2: Genes, Alleles, and Punnett Squares		
		6.1.3: Chill Out	6.2.3: Oceanic and Atmospheric Circulation - Wind and Landforms	6.3.3: Mitigations	-	Lesson 3 - Where do babies come from?	6.4.3: The Building Blocks	6.5.3: Environmental Factors		
					-	Lesson 4 - Who am I?	6.4.4: Health			
					-	Lesson 5 - How do I talk about my feelings?				
	6.0.S: Building a Bridge	6.1.S: Building for Change	6.2.S - Extreme Weather	6.3.S: Mitigation at the Local Level	-		6.4.S: The More You Know	6.5.S: Planning for the Next Generation		
NGSS Alignment										
Performance Expectations, (PEs), Linked to Evidence Statements, Evidence Statements should not be used as assessments but as a guide.	MS-ETS1-1: Define the criteria and constraints of a design problem, including relevant scientific principles and physical constraints, and define a criteria for a successful design that accounts for multiple constraints and trade-offs.	ETS1-3: Analy scientific practices to design, construct, and test a solution.	MS-ESS2-1: Develop and use a model to describe how weathering and erosion of the earth's surface produces and modifies landforms.	MS-ESS2-1: Develop and use a model to describe how weathering and erosion of the earth's surface produces and modifies landforms.	MS-ESS2-4: Analy scientific practices to design a method to test a hypothesis and construct a basic circuit on a breadboard.	MS-ESS2-4: Analy scientific practices to design a method to test a hypothesis and construct a basic circuit on a breadboard.	MS-ESS1-8: Gather and synthesize information that serves as evidence to construct an evidence-based argument to support the claim that the motion and/or force of an object can be described in terms of the change in its position, velocity, or acceleration.	MS-ETS1-3: Use argument supported by evidence to favor the body's production needs or fitness with structural, electrical, electronic, and social considerations, reflecting the iterative nature of design.	MS-ETS1-4: Develop and use a model to describe why objects move, including forces, motion, and energy, and how these interactions affect the probability of successful design of a system or process.	MS-ETS1-4: Develop and use a model to describe why objects move, including forces, motion, and energy, and how these interactions affect the probability of successful design of a system or process.
	MS-ETS1-2: Evaluate competing design solutions using a systematic process to assess how well each design meets the criteria and constraints of the problem.	ETS1-4: Plan an investigation to determine the relationship between variables in a model, design a test, and analyze the data to evaluate a process or design that meets criteria and constraints of the problem.	ETS1-5: Construct, use, and present arguments to support the claim that either the design or the solution meets the criteria and constraints of the problem.	MS-ESS2-2: Define the criteria and constraints of a design problem, including relevant scientific principles and physical constraints, and define a criteria for a successful design that accounts for multiple constraints and trade-offs.	MS-ESS2-2: Define the criteria and constraints of a design problem, including relevant scientific principles and physical constraints, and define a criteria for a successful design that accounts for multiple constraints and trade-offs.	MS-ESS2-4: Analy scientific practices to design a method to test a hypothesis and construct a basic circuit on a breadboard.	MS-ESS1-8: Gather and synthesize information that serves as evidence to construct an evidence-based argument to support the claim that the motion and/or force of an object can be described in terms of the change in its position, velocity, or acceleration.	MS-ETS1-3: Use argument supported by evidence to favor the body's production needs or fitness with structural, electrical, electronic, and social considerations, reflecting the iterative nature of design.	MS-ETS1-4: Develop and use a model to describe why objects move, including forces, motion, and energy, and how these interactions affect the probability of successful design of a system or process.	MS-ETS1-4: Develop and use a model to describe why objects move, including forces, motion, and energy, and how these interactions affect the probability of successful design of a system or process.
	MS-ETS1-4: Develop a model to generate data for testing a design solution to a problem. The model can be physical or a computer simulation, and it can be used to analyze how the design meets the criteria and constraints of the problem.	ETS1-5: Construct, use, and present arguments to support the claim that either the design or the solution meets the criteria and constraints of the problem.	ETS1-5: Construct, use, and present arguments to support the claim that either the design or the solution meets the criteria and constraints of the problem.	MS-ESS2-2: Define the criteria and constraints of a design problem, including relevant scientific principles and physical constraints, and define a criteria for a successful design that accounts for multiple constraints and trade-offs.	MS-ESS2-2: Define the criteria and constraints of a design problem, including relevant scientific principles and physical constraints, and define a criteria for a successful design that accounts for multiple constraints and trade-offs.	MS-ESS2-4: Analy scientific practices to design a method to test a hypothesis and construct a basic circuit on a breadboard.	MS-ESS1-8: Gather and synthesize information that serves as evidence to construct an evidence-based argument to support the claim that the motion and/or force of an object can be described in terms of the change in its position, velocity, or acceleration.	MS-ETS1-3: Use argument supported by evidence to favor the body's production needs or fitness with structural, electrical, electronic, and social considerations, reflecting the iterative nature of design.	MS-ETS1-4: Develop and use a model to describe why objects move, including forces, motion, and energy, and how these interactions affect the probability of successful design of a system or process.	MS-ETS1-4: Develop and use a model to describe why objects move, including forces, motion, and energy, and how these interactions affect the probability of successful design of a system or process.
	MS-ETS1-2: Evaluate competing design solutions using a systematic process to assess how well each design meets the criteria and constraints of the problem.	ETS1-4: Plan an investigation to determine the relationship between variables in a model, design a test, and analyze the data to evaluate a process or design that meets criteria and constraints of the problem.	ETS1-5: Construct, use, and present arguments to support the claim that either the design or the solution meets the criteria and constraints of the problem.	MS-ESS2-2: Define the criteria and constraints of a design problem, including relevant scientific principles and physical constraints, and define a criteria for a successful design that accounts for multiple constraints and trade-offs.	MS-ESS2-2: Define the criteria and constraints of a design problem, including relevant scientific principles and physical constraints, and define a criteria for a successful design that accounts for multiple constraints and trade-offs.	MS-ESS2-4: Analy scientific practices to design a method to test a hypothesis and construct a basic circuit on a breadboard.	MS-ESS1-8: Gather and synthesize information that serves as evidence to construct an evidence-based argument to support the claim that the motion and/or force of an object can be described in terms of the change in its position, velocity, or acceleration.	MS-ETS1-3: Use argument supported by evidence to favor the body's production needs or fitness with structural, electrical, electronic, and social considerations, reflecting the iterative nature of design.	MS-ETS1-4: Develop and use a model to describe why objects move, including forces, motion, and energy, and how these interactions affect the probability of successful design of a system or process.	MS-ETS1-4: Develop and use a model to describe why objects move, including forces, motion, and energy, and how these interactions affect the probability of successful design of a system or process.
Science and Engineering Practices (SEPs)	2. Developing and Using Models	2. Developing and Using Models	2. Developing and Using Models	2. Developing and Using Models	2. Developing and Using Models	1. Asking Questions and Defining Problems	1. Asking Questions and Defining Problems	2. Developing and using Models		
	4. Analyzing and Interpreting Data	5. Using Mathematics and Computational Thinking	6. Constructing Explanations and Designing Solutions	6. Constructing Explanations and Designing Solutions	6. Constructing Explanations and Designing Solutions	6. Constructing Explanations and Designing Solutions	6. Constructing Explanations and Designing Solutions	5. Using Mathematics and Computational Thinking		
Disciplinary Core Ideas		PS3.A-Defining Energy PS3.B-Energy Transfer		ESS2.C-The Role of Water in Earth's Surface ESS2.D-Weather and Climate	ESS3.C-Human Impacts on Earth Systems ESS3.D-Global Climate Change	ESS2.C-The Role of Water in Earth's Surface ESS2.D-Weather and Climate ESS3.C: Human Impacts on Earth Systems	LS1.A-Structure and Function LS1.D-Information Processing	LS1.B-Growth and Development of Organisms LS3.B-Inheritance of Traits LS3.B-Variation of Traits		
		ETS1.A-Defining and Delimiting an Engineering Problem ETS1.B-Developing Possible Solutions ETS1.C-Optimizing the Design Solution	ETS1.A-Defining and Delimiting an Engineering Problem ETS1.B-Developing Possible Solutions ETS1.C-Optimizing the Design Solution							
Crosscutting Concepts (CCs)	2. Cause and Effect		1. Patterns	1. Patterns	2. Cause and Effect	2. Cause and Effect	3. Scale, Proportion, and Quantity	1. Patterns		
	3. Scale, Proportion, and Quantity		2. Cause and Effect	2. Cause and Effect	2. Cause and Effect	2. Cause and Effect	4. Systems and System Models	2. Cause and Effect		
		4. Systems and System Models	4. Systems and System Models	4. Systems and System Models	4. Systems and System Models	4. Systems and System Models	6. Structure and Function			
		5. Energy and Matter	5. Energy and Matter	5. Energy and Matter	5. Energy and Matter	5. Energy and Matter	7. Stability and Change			
	6. Structure and Function	6. Structure and Function								
	7. Stability and Change		7. Stability and Change	7. Stability and Change	7. Stability and Change	7. Stability and Change				







The symbols indicate where the topic is first introduced or specifically addressed.

**U: U.S. Edition**

**C: Common Core Edition**

**S: Standards Edition**

CCS: Common Core Standards

- Reviews in Common Core Edition cover just the unit whereas those in U.S. and Standards Editions are cumulative.
- The U.S. and Standards Editions have periodic practice pages but the Common Core Edition does not; the problems from the practices have been incorporated into the lessons instead.
- Common Core and Standards Editions have reviews after each and every unit; the U.S. Edition does not.
- There is a Teacher’s Guide for each level of all three editions. Only the Common Core Edition guide has reduced-size images of the textbook and workbook pages.
- There is a Home Instructor’s Guide for each level 1-5 of the U.S. Edition and the Standards Edition.

CCS		1	2	3	4	5
<b>Whole numbers</b>						
	<b>Number notation and place value</b>					
	Give a number to indicate the number of objects in a set	CSU				
1.NBT.1	Represent a given number by a set of objects	CSU				
	Use ordinal numbers such as first, second, third up to tenth	CSU				
1.NBT.2	Count to 100 by tens and ones	CSU				
1.NBT.1	Read and write numbers up to 100 in numerals, words, and expanded form	CSU				
1.NBT.2	Recognize the place-value of tens and ones	CSU				
	Make a reasonable estimate of sets of objects within 100	CS				
	Describe and extend regular number patterns within 100	CSU				
1.NBT.1	Count to 120 and read and write numbers to 120	C				
1.NBT.3	Compare two 2-digit numbers using place-value	CSU				
1.NBT.3	Use the symbols “>” and “<” to compare two numbers within 100	CS	U			
	Compare and order numbers within 100	CSU				
2.MD.6	Represent whole numbers within 100 on a number line		CSU			
2.MD.6	Show sums and differences on a number line	CSU	C			
2.NBT.2	Count to 1,000 by hundreds, tens, and ones		CSU			
2.NBT.3	Read and write numbers up to 1,000 in numerals, words, and expanded form		CSU			
2.NBT.1	Recognize place values of hundreds, tens, and ones		CSU			
2.NBT.4	Compare two 3-digit numbers using place-value and use the symbols “>” and “<”		CSU			
	Compare and order numbers within 1,000		CSU			
	Read and write numbers up to 10,000 in numerals, words, and expanded form, and recognize the place value of each digit			CSU		
	Compare and order numbers within 10,000			CSU		
3.OA.9	Describe and extend regular number patterns within 10,000			CSU		
3.NBT.1	Round numbers within 10,000 to the nearest 10 or 100			CSU		
	Round numbers within 10,000 to the nearest 1,000			CS		
	Read and write numbers up to 100,000 in numerals, words, and expanded form, and recognize the place value of each digit				U	



The symbols indicate where the topic is first introduced or specifically addressed.

U: U.S. Edition

C: Common Core Edition

S: Standards Edition

CCS		1	2	3	4	5
	Compare and order numbers within 100,000				U	
4.NBT.1	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represent in the place to its right		CSU	CSU	CSU	
4.NBT.2	Read and write whole numbers up to 1,000,000 using base-ten numerals, number names, and expanded form, and recognize the place value of each digit				CS	
4.NBT.2	Compare two numbers within 1,000,000 based on place-values, using $>$ , $<$ , and $=$				CS	
4.NBT.3	Round numbers within 1,000,000 to any place				CS	
	Read and write numbers up to 10,000,000 in numerals, words, and expanded form, and recognize the place value of each digit					U
	Round numbers within 10,000,000 to the nearest 1,000					U
	Read and write numbers within 1,000,000,000 in numerals, words, and expanded form and recognize the place value of each digit				S	
	Complete or extend regular number patterns for numbers within 1,000,000,000				S	
	Compare and order numbers within 100,000,000				S	
	Round numbers within 100,000,000 to the closest million				S	
	Read and write numbers within 1 trillion in numerals, words, and expanded form, and recognize the place value of each digit					CS
	Round numbers within 1 billion to any place					CS
4.OA.5	Generate a number pattern that follows a given rule		CSU	CSU	CSU	
4.OA.5	Generate a shape pattern that follows a given rule				CS	
4.OA.5	Identify apparent features of the pattern that were not evident in the rule itself				C	
4.OA.4	List the factors of a whole number up to 100				CSU	
4.OA.4	Recognize that a whole number is a multiple of its factors				CSU	
4.OA.4	Identify composite and prime numbers within 100				CS	
	Identify common factors of two numbers within 100				CSU	
4.OA.4	Determine if a whole number is a multiple of a given 1-digit whole number				CSU	
	Identify common multiples of two numbers within 100				CSU	
	Find the greatest common factor of two numbers within 200					CS
	Find the lowest common multiple of two numbers within 10					CS
	Determine the prime factors of numbers within 100					CS
	Understand the use of exponents and write numbers as products of prime numbers using exponents					CS
	State and use the order of operations				CS	CSU
	Carry out combined operations involving the 4 operations, including the use of parentheses (no nested parentheses)				CS	CSU
5.OA.1	Use parentheses, brackets, or braces in numerical expressions and evaluate the expressions (including nested)					C
5.OA.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them				CS	CSU
5.NBT.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10				CSU	CSU
5.NBT.2	Use whole number exponents to denote powers of 10					C



The symbols indicate where the topic is first introduced or specifically addressed.

U: U.S. Edition

C: Common Core Edition

S: Standards Edition

CCS		1	2	3	4	5
	<b>Addition and Subtraction of Whole Numbers</b>					
1.OA.1	Illustrate the meaning of addition and subtraction	CSU				
1.OA.5	Relate counting to addition and subtraction	CSU				
1.OA.1	Write mathematical statements for given situations involving addition or subtraction	CSU				
	Build addition bonds up to $9 + 9$	CSU				
1.OA.7	Understand the meaning of the equal sign	CSU				
1.OA.4	Recognize the relationship between addition and subtraction	CSU				
1.OA.7	Determine if equations involving addition and subtraction are true or false	C	C			
1.OA.3	Apply properties of operations as strategies to add and subtract	CSU				
1.OA.6	Add or subtract within 20 using various strategies including properties of operations	CSU				
1.OA.1	Solve 1-step word problems on addition and subtraction within 20	CSU				
1.OA.2	Solve word problems on addition of three 1-digit numbers	CSU				
2.OA.2	Mentally add or subtract within 20 using various strategies	CSU	CSU			
2.OA.2	Commit addition within 20 to memory	CSU	CSU			
	Commit subtraction within 20 to memory	CSU	CSU			
	Determine an unknown addend in an addition equation	CSU	CSU			
1.OA.8	Determine the unknown number in addition and subtraction in any position in the equation	C	CSU			
1.NBT.5	Mentally find 10 more or 10 less than a number within 100	CSU				
1.NBT.6	Add/subtract tens to/from a 2-digit number using various strategies	CSU				
1.NBT.4	Add within 100 using concrete models or drawing and strategies based on place-value concepts and properties of operations, and/or relationship between addition and subtraction	CSU				
2.NBT.5	Fluently add/subtract 2-digit numbers using concrete models or drawing and strategies based on place-value concepts and properties of operations, and/or relationship between addition and subtraction	CSU	CSU			
2.NBT.5	Subtract 2-digit numbers using strategies based on place-value, properties of operations, and relationship between addition and subtraction	CSU	CSU			
2.NBT.6	Add up to four 2-digit numbers		CS			
	Add up to three 3-digit numbers within 1,000		CS			
2.OA.1	Solve 1-step word problems on addition and subtraction within 100	CSU	CSU			
2.NBT.7	Add and subtract within 1,000 using concrete models and various strategies based on place-value		CSU			
2.NBT.9	Explain why various addition and subtraction strategies work		C			
2.NBT.8	Mentally add or subtract 10 or 100 to or from a number 100-900		CSU			
3.NBT.2	Add and subtract within 1,000 using various strategies based on place-value and order of operations		CSU	CSU		
3.OA.8	Use estimation to verify the reasonableness of calculated results in addition and subtraction			CS	CSU	CSU
4.NBT.4	Add and subtract multi-digit whole numbers using the standard algorithm		CSU	CSU	CSU	
	Mentally add or subtract 2-digit numbers	CSU	CSU	CSU		





The symbols indicate where the topic is first introduced or specifically addressed.

U: U.S. Edition

C: Common Core Edition

S: Standards Edition

CCS		1	2	3	4	5
	Mentally subtract a number up to 2-digits from 100		CSU			
	Mentally add/subtract 3-digit numbers with easy calculations		CSU			
	Mentally subtract a number up to 3-digits from 1,000			CSU		
	Mentally add/subtract a number close to 100		CSU	CSU		
	Mentally add/ subtract a number close to 1,000			CSU		
	Mentally add/subtract a number close to a multiple of 100 (e.g. 498)			CSU		
	Mentally add/ subtract 4-digit numbers with easy calculations			CSU	CSU	
	Mentally add/subtract a number close to a multiple of 1,000				CSU	CSU
	<b>Multiplication and division of whole numbers</b>					
	Illustrate the meaning of multiplication as repeated addition	CSU	CSU			
	Multiply numbers whose product is not greater than 40, using repeated addition to find the answer	CSU				
	Solve 1-step word problems with pictorial illustrations on multiplication	CSU				
	Divide quantities not greater than 20 into equal sets given the number of objects in each set or the number of sets	CSU				
2.OA.3	Determine whether a group of objects within 20 has an odd or even number of members		C			
2.OA.4	Use addition to find the total number of objects in a rectangular array up to 5 rows and 5 columns	CSU	CSU			
2.G.2	Partition a rectangle into rows and columns of squares and count to find the total number		CSU			
2.NBT.2	Count in steps of 5 and 10	CSU	CSU			
	Count in steps of 2, 3, and 4		CSU			
	Build the multiplication tables of 2, 3, 4, 5 and 10 and commit to memory		CSU			
	Relate division to multiplication with a missing factor		CSU	CSU		
	Divide numbers within the multiplication tables for 2, 3, 4, 5, and 10 within 100		CSU	CSU		
	Divide using drawings or objects to find a remainder for division by 2, 3, 4, or 5		CS			
	Solve 1-step word problems involving the four operations		CSU			
3.MD.7b	Represent whole number of products as rectangular arrays		CSU	CSU		
3.OA.1	Interpret products of whole numbers as the total number of objects in equal groups	CSU	CSU	CSU		
3.OA.2	Interpret whole number quotients of whole numbers as sharing into equal groups or making equal groups		CSU	CSU		
3.OA.3	Solve word problems involving multiplication/division within 100 using drawings and equations with symbol for unknown		CSU	CSU		
3.OA.4	Determine the unknown number in a multiplication or division equation		CSU	CSU		
3.OA.5	Apply properties of operations as strategies to multiply and divide		CSU	CSU		
3.OA.6	Understand division as unknown factor problems		CSU	CSU		
3.OA.7	Multiply/divide within 100 using various strategies and properties of operations		CSU	CSU		
3.OA.7	Build the multiplication tables up to 10 x 10 and commit to memory			CSU		
3.OA.9	Recognize and extend regular linear patters involving multiplication		CSU	CSU		



The symbols indicate where the topic is first introduced or specifically addressed.

U: U.S. Edition

C: Common Core Edition

S: Standards Edition

CCS		1	2	3	4	5
3.OA.8	Solve up to 2-step word problems involving the four operations on whole numbers			CSU		
3.OA.8	Write equations for word problem situations using a letter to stand for the unknown quantity			CS		
3.OA.8	Use estimation to verify the reasonableness of calculated results in multiplication and division			CS	CSU	CSU
3.NBT.3	Multiply tens within the range 10-90 by a 1-digit number			CSU		
4.OA.1	Interpret multiplication equation as a comparison (times as many)		CSU	CSU	CSU	
4.OA.2	Distinguish additive comparison from multiplicative comparison		CSU	CSU	CSU	
	Multiply a whole number within 1,000 by a 1-digit whole number using strategies based on place-value and properties of operations and illustrate using equations and arrays			CSU		
4.NBT.5	Multiply a whole number within 10,000 by a 1-digit whole number using strategies based on place-value and properties of operations and illustrate using equations				CSU	
4.NBT.5	Multiply two 2-digit numbers, using strategies based on place-value and properties of operations and illustrate using equations				CSU	
4.NBT.5	Illustrate multiplication of 10,000 by a 1-digit whole number and multiplication of two 2-digit numbers with arrays and/or area models				C	
	Multiply numbers within 10,000 by a 2-digit number				CSU	
	Mentally multiply by a number up to one less than a multiple of 10 or 100 (e.g. 49, 499)				S	
	Identify odd and even numbers within 10,000			CSU		
	Divide a whole number within 1,000 by a 1-digit whole number, using strategies based on place value, properties of operation, and relationship between multiplication and division and illustrate with equations			CSU		
	Divide a number within 1,000 number by a 1-digit whole number using the standard algorithm			CSU		
4.NBT.6	Divide a number within 10,000 by a 1-digit whole number, using strategies based on place-value and properties of operations, and relationship between multiplication and division and illustrate with equations				CSU	
4.NBT.6	Illustrate division of a whole number within 10,000 by a 1-digit whole number with arrays and/or area models				C	
	Divide a number within 10,000 number by a 1-digit whole number using the standard algorithm				CSU	
4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison (times as many) using drawings and equations with a symbol for the unknown number		CSU	CSU	CSU	
4.OA.3	Solve multi-step word problems involving the 4 operations on whole numbers				CSU	CSU
4.OA.3	Represent word problems using equations with a letter standing for the unknown quantity				CS	
4.OA.3	Assess the reasonableness of answers to multi-step word problems involving the four operations using mental computation and estimation				CSU	
5.NBT.5	Multiply multi-digit whole numbers using the standard algorithm				CSU	CSU
5.NBT.6	Find whole number quotients of whole numbers with up to 4-digit dividends and 2-digit divisors, using strategies base on place value, properties of operations, relationship between multiplication and division and illustrate using equations					CSU



The symbols indicate where the topic is first introduced or specifically addressed.

U: U.S. Edition

C: Common Core Edition

S: Standards Edition

CCS		1	2	3	4	5
5.NBT.6	Illustrate 4-digit by 2-digit division with whole number quotients using rectangular arrays and/or area models					C
	Mentally multiply and divide by tens, hundreds and thousands					CSU
	Divide whole numbers up to 4 digits by whole numbers up to 2-digits, with whole number remainders, using the standard algorithm					CSU
	Mentally multiply and divide by tens, hundreds and thousands					CSU
	Mentally multiply by a number one less than a multiple of 10 or 100 (e.g. 49, 499)					CS
<b>Fractions</b>						
1.G.3	Divide a shape into halves or fourths. Count the number of parts (2 or 4) in the whole	CSU				
2.G.3	Partition shapes into up to 4 equal shares in different ways and use the words halves, thirds, etc.		CSU			
	Recognize, understand, and name unit fractions up to 1/12		CSU			
	Compare and order unit fractions		CSU			
	Recognize, interpret, and name fractions of a whole in shapes partitioned into up to 12 equal parts		CSU			
3.G.2	Partition shapes into parts with equal area and express the area as a unit fraction of the whole		CSU	CSU		
3.NF.1	Understand unit fractions and multiples of unit fractions		CSU	CSU		
	Represent fractions with bar models		CSU	CSU		
3.NF.2	Represent and understand fractions on number lines			C	SU	
3.NF.3a	Recognize and name equivalent fractions using number lines			C	S	
3.NF.3b	Write equivalent fractions of a given fraction			CSU		
3.NF.3c	Express whole numbers as a fraction and recognize fractions that are equivalent to whole numbers			C	CSU	
3.NF.3d	Compare two fractions with the same numerator or denominator, and use the symbols ">", "<" and "="			CSU		
	Compare and order related fractions with denominators up to 12			CSU		
4.NF.1	Use diagrams to explain equivalent fractions			CSU	CS	
4.NF.1	Recognize and generate equivalent fractions			CSU	CS	
	Express a fraction in simplest form			CSU	CS	
4.NF.2	Compare two unrelated fractions of the same whole using >, <, and =				CSU	
4.NF.2	Compare a fraction to benchmark fractions such as 1/2				C	
	Express improper fractions as mixed numbers and vice versa				CSU	
<b>Addition and subtraction of fractions</b>						
4.NF.3a	Understand adding and subtracting fractions as joining and separating fractions of the same whole			CSU	CSU	
4.NF.3b	Decompose a fraction into the sum of fractions with the same denominator in different ways				C	
	Add and subtract like fractions within a sum of 1			S	CSU	
	Add and subtract related fractions within a sum of 1 and solve word problems				CSU	
4.NF.3c	Add and subtract mixed numbers with like fractions				C	SU



The symbols indicate where the topic is first introduced or specifically addressed.

U: U.S. Edition

C: Common Core Edition

S: Standards Edition

CCS		1	2	3	4	5
4.NF.3d	Solve word problems involving addition and subtraction of like fractions				CSU	
4.MD.4	Add and subtract fractions in fourths, halves, and eighths				CSU	
4.NF.5	Express a fraction with a denominator of 10 as an equivalent fraction with denominator of 100, and add/subtract fractions with denominators of 10 or 100				CSU	
5.NF.1	Add and subtract unlike fractions, including mixed numbers					CSU
5.NF.2	Solve word problems involving addition and subtraction of fractions using visual fraction models or equations				CSU	CSU
5.NF.2	Use benchmark fractions and number sense of fractions to estimate and assess reasonableness of answers involving addition and subtraction of fractions					C
	<b>Multiplication and division of fractions</b>					
4.NF.4a	Understand fractions as a multiple of unit fractions			CSU	CSU	
4.NF.4b	Multiply fractions by a whole number using understanding of fractions as multiples of multiples of unit fractions				C	S
4.NF.4c	Solve word problems involving multiplication of fractions by a whole number using concepts of multiples of a unit fraction				C	S
5.NF.3	Interpret a fraction as division of the numerator by the denominator and solve word problems involving division of whole numbers, expressing the quotient as a mixed number				CS	CSU
	Recognize and name a fraction of a set		S	S	CSU	
5.NF.4a	Find fraction of a set by interpreting $a/b \times q$ as $a \times q \div b$ (whole number answers)			S	CSU	CSU
5.NF.4a	Find fraction of a set by interpreting $a/b \times q$ as $a \times q \div b$ (including mixed number answers)				U	CSU
	Solve word problems involving fractions, including fraction of a set				CSU	CSU
5.NF.4b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of unit fractions and show that area is the same as would be found by multiplying the side lengths					C
5.NF.4b	Represent fraction product as rectangular areas					CSU
	Interpret product of two proper fractions using visual models					CSU
5.NF.5a	Compare the size of the product to the size of one factor, without multiplying					CSU
5.NF.5b	Explain why multiplying a number by a fraction greater than 1 results in a product greater than the given number					CSU
5.NF.5b	Explain why multiplying a number by a fraction smaller than 1 results in a product smaller than the given number					CSU
5.NF.5b	Relate fractions equivalence $a/b = (ma)/(mb)$ to multiplying by 1				CSU	CSU
5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers using fraction models or equations					C
5.NF.7a	Interpret division of a unit fraction by a whole number and find the quotient					CSU
5.NF.7b	Interpret division of a whole number by a unit fraction and find the quotient					CSU
5.NF.7c	Solve real world problems involving division of unit fractions by a whole number or whole number by a unit fraction using fraction models and equations					CSU
	Divide a proper fraction by a whole number					CSU
	Solve multistep word problems involving adding and subtracting mixed numbers, multiplying proper fractions, and dividing a proper fraction by a whole number					CSU



The symbols indicate where the topic is first introduced or specifically addressed.

**U:** U.S. Edition

**C:** Common Core Edition

**S:** Standards Edition

CCS		1	2	3	4	5
	Divide a whole number by a proper fraction					CSU
	Divide a fraction by a fraction					CSU
	Solve multi-step word problems involving the four operations on fractions					CSU
<b>Money</b>						
	Tell the different denominations of coins and bills	CSU				
	Match one coin or bill of one denomination to an equivalent set of coins and bills of another denomination	CSU				
	Count combinations of coins up to 100 cents or bills up to 100 dollars	CSU				
	Add and subtract money in dollars only or cents only	CSU				
	Solve 1-step word problems involving money in the same unit	CSU				
2.MD.8	Use \$ and ¢ symbols appropriately	CSU	CSU			
2.MD.8	Solve word problems involving counting the amount in dollar bills, quarters, dimes, nickels and pennies		CSU			
	Count combinations of bills and coins to \$10.00		CSU			
	Read and write money using decimal notation		CSU			
	Convert from dollars and cents to cents only and vice-versa		CSU			
	Add and subtract money within \$10.00 in decimal notation, including making change		CSU			
	Solve 1-step word problems involving addition and subtraction of money in decimal notation within \$10.00		CSU			
	Add and subtract money within \$100.00 in using decimal notation			CSU		
	Multiply and divide money amounts within \$10.00 in decimal notation by a whole number			S	CSU	
	Solve up to 2-step word problems involving money in decimal notation			CSU		
4.MD.2	Solve word problems involving the four operations and money, including simple fractions or decimals, converting from larger to smaller unit				CSU	
<b>Decimals</b>						
4.NF.6	Use decimal notation for fractions with denominators of 10 or 100, locate on a number line				CSU	
4.NF.7	Compare two decimals to hundredths using >, <, =				CSU	
5.NBT.1	Recognize that in a multi-digit number, a digit in one place represents ten times what it represent in the place to its right and 1/10 of what it represents to the left				CSU	CSU
5.NBT.3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form				CSU	CSU
5.NBT.3b	Compare two decimals to thousandths based on place value using symbols >, <, and =				CSU	CSU
	Compare and order decimals to thousandths				CSU	CSU
	Round decimals to the nearest whole number or 1 decimal place				CSU	
5.NBT.4	Round decimals to any place					CSU
	Convert a decimal to a fraction and simplify				CSU	CSU
	Convert a fraction to a decimal number (denominators are a factor of 10, 100, or 1000)				CSU	CSU



The symbols indicate where the topic is first introduced or specifically addressed.

U: U.S. Edition

C: Common Core Edition

S: Standards Edition

CCS		1	2	3	4	5
	Compare and order a mixed list of decimals and fractions				CSU	CSU
4.MD.2	Use the four operations to solve word problems involving measurement and simple decimals				CSU	
5.NBT.7	Add and subtract decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operation				CSU	CSU
	Mentally add and subtract tenths or hundredths from decimals or whole numbers				CSU	
	Multiply and divide decimals up to 2 decimal places by a 1-digit whole number including decimal quotients				CSU	
	Round quotients to up to 1 decimal places				CSU	
	Solve up to 2-step word problems involving decimals				CSU	
	Use estimation to check reasonableness of answers				CSU	
5.NBT.2	Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10					CSU
5.NBT.7	Multiply and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operation					CSU
	Round quotients to up to 2 decimal places					CSU
	Solve word problems involving decimals and check reasonableness of answers				CSU	CSU
<b>Time</b>						
	Tell time in terms of on the hour or half-past using analog clocks	CSU				
1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks	C				
	Relate time to events of the day	CSU				
	Estimate reasonable time intervals	CS				
2.MD.7	Tell and write time to the nearest 5 minutes from analog and digital clocks		CSU			
2.MD.7	Use a.m and p.m.		CSU			
	Find the duration of time intervals in minutes (counting by 5s) or hours		SU			
	Know relationships of time (years, months, days, weeks, hours, and seconds)		S			
3.MD.1	Tell time to the minute			CSU		
3.MD.1	Solve word problems involving the addition and subtraction of time in minutes using a number line		SU	CSU		
	Find the duration of time intervals in hours and minutes and solve word problems involving time duration in hours and minutes			CSU		
4.MD.1	Visualize the relative magnitudes of hours, minutes, and seconds and convert from the larger unit to the smaller unit			CSU	CSU	
	Convert hours and minutes to minutes, and minutes and seconds to seconds, and vice-versa			CSU		
4.MD.2	Solve word problems involving the four operations and time including simple fractions or decimals				CSU	
<b>Length, Mass, Weight, and Capacity</b>						
1.MD.1	Compare the length of two or more objects in non-standard units	CSU				
1.MD.2	Measure length in non-standard units	CSU				
2.MD.1	Measure length using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tools		CSU			



The symbols indicate where the topic is first introduced or specifically addressed.

U: U.S. Edition

C: Common Core Edition

S: Standards Edition

CCS		1	2	3	4	5
2.MD.2	Measure the length of an object using different units and describe how the measurement relates to the unit size		CS			
2.MD.3	Estimate and measure length in meters, centimeters, feet, or inches		CSU			
2.MD.4	Measure to find out how much longer one object is than another and find the difference in length		CSU			
2.MD.5	Use addition and subtraction within 100 to solve word problems using lengths given in the same unit		CSU			
3.MD.2	Compare the mass of two or more objects in non-standard units	SU		C		
3.MD.2	Estimate and measure mass in kilograms or grams		SU	CS		
	Compare the capacity of two or more containers in non-standard units	SU		C		
3.MD.2	Estimate and measure capacity in liters		SU	CSU		
3.MD.2	Solve 1-step word problems involving mass or volume in only one unit		CSU	CSU		
4.MD.1	Visualize the relative magnitudes of standard measurements of length, mass, capacity, weight, and time		SU	CSU	CSU	
4.MD.1	Convert a measure in a larger unit to a smaller unit			CSU	CSU	
4.MD.1	Record measurement equivalencies in a two-column table				C	
	Estimate and measure in length, mass, weight, and capacity, in compound units			CSU		
	Convert between kilometer and meter, meter and centimeter, kilograms and grams, liter and milliliter, feet and inches, pounds and ounces, gallons, quarts, and cups			CSU		
	Add and subtract length, mass, weight, and capacity compound units			CSU	CS	
	Solve up to 2-step word problems involving length, mass, capacity, weight, and time in compound units			CSU	CSU	
	Multiply and divide length, mass, weight, capacity, and time in compound units				CSU	
	Solve word problems involving the four operations and length, mass, weight, and capacity		SU	SU	CSU	
4.MD.2	Solve word problems involving the four operations and length, capacity and mass, including simple fractions or decimals, converting from larger to smaller representing the measurements using diagrams such as number lines featuring a measurement scale				CSU	
	Convert between measurements within the same system using fractions				CSU	
5.MD.1	Convert between measurements within the same system using decimals					CSU
<b>Average and rate</b>						
	Calculate the average					CSU
	Find the total amount given the average and number of items					CSU
	Understand and calculate rate					CSU
	Solve 3-step word problems involving average and rate					CSU
<b>Ratio and proportion</b>						
	Use ratio to show relative size of 2 or 3 quantities					CSU
	Interpret ratios					CSU
	Find equivalent ratios					CSU
	Reduce a ratio to lowest terms					CSU
	Solve 2-step problems involving ratio					CSU



The symbols indicate where the topic is first introduced or specifically addressed.

U: U.S. Edition

C: Common Core Edition

S: Standards Edition

CCS		1	2	3	4	5
<b>Percentage</b>						
	Change fractions and decimals to percentage, and vice versa					CSU
	Express part of a whole as a percentage					CSU
	Calculate part of the whole given the percentage and the whole					CSU
	Solve 2-step word problems involving percentage					CSU
<b>Perimeter, Area, and Volume</b>						
3.MD.5	Find the area of shapes by covering them with unit squares or by counting squares		U	CSU		
3.MD.6	Measure areas by counting squares in nonstandard units		U	CSU		
	Visualize the relative sizes of square centimeter and square meter, and square inch and square foot			CSU		
3.MD.6	Measure areas by counting squares in standard units (square cm, square in., square ft.)			CSU		
3.MD.7a	Find the area of a rectangle by tiling it			CSU		
3.MD.7a	Derive the formula for area of a rectangle			C	CSU	
3.MD.7b	Use the formula to calculate the area of rectangles with whole number side lengths			C	CSU	
3.MD.7c	Use tiling and area to illustrate the distributive property			C		S
3.MD.7d	Find the area of simple composite figures made up of rectangles and solve problems			C	SU	
3.MD.8	Find the perimeter of polygons			CSU		
3.MD.8	Find an unknown side length of a polygon given the length of the other sides			CSU	CSU	
3.MD.8	Exhibit rectangles with same perimeter and different area, or same area and different perimeter			CSU		
4.MD.3	Use the area and perimeter formulas for rectangles in real world and mathematical problems				CSU	
	Derive the formula for the area of a triangle and find the area of a triangle given the base and height					CSU
	Solve problems involving area of a triangle					CSU
	Derive the formula for area of a parallelogram and find the area of parallelograms					CSU
	Find the area of compound shapes made of quadrilaterals					CSU
	Find the surface area of rectangular prisms					S
5.MD.3	Understand that volume can be measured with unit cubes			S	CSU	CSU
5.MD.4	Measure volumes by counting unit cubes of nonstandard units			S	CSU	CSU
	Visualize and identify new solids formed by increasing or decreasing the number of cubes of a given solid drawn on an isometric grid			S	CSU	
	Visualize the relative sizes of a cubic meter, centimeter, inch, foot, and yard				CSU	CS
5.MD.4	Measure volume by counting unit cubes of standard units				CSU	CSU
5.MD.5a	Derive the formulas $V = l \times w \times h$				CSU	CSU
5.MD.5a	Derive the formula $V = b \times h$					CSU
5.MD.5b	Find the volume of right rectangle prisms with whole number side length given the lengths and solve word problems				CSU	CSU
5.MD.5c	Find to volume of compound figures made of right rectangular prisms and solve word problems					CSU





The symbols indicate where the topic is first introduced or specifically addressed.

U: U.S. Edition

C: Common Core Edition

S: Standards Edition

CCS		1	2	3	4	5
	Find one dimension of a right rectangular prism given its volume and the other two dimensions					CSU
	Recognize the equivalence of 1 liter/1000 ml and 1000 cm <sup>3</sup>				SU	CSU
	Solve 2-step word problems involving the volume in rectangular tanks and liquid in liters and milliliters or cubic centimeters					CSU
	Solve word problems involving finding the volume of a solid using the volume of displaced liquid					CU
	Find the radius and diameter of a circle				S	
<b>Geometry</b>						
	Give and follow directions about location	S				
	Arrange and describe objects in space by proximity, position, and direction	S				
	Identify and name squares, rectangles, circles, and triangles; identify corners and sides	CSU	C			
1.G.1	Determine if a shape is open or closed	C	CS			
	Determine whether solid objects can stack, roll, or slide	CS				
1.G.2	Create a composite shape with 2-dimensional figures	CSU				
1.G.2	Create a composite shape with solids	C		S		
1.G.1	Group triangles, circles, squares, and rectangles according to shape, size, or color	CSU				
1.G.1	Group simple shapes according to orientation	C				
	Identify flat and curved surfaces		CSU			
	Identify straight lines and curves		CSU			
2.G.1	Identify triangles, quadrilaterals, pentagons and hexagons		C	CS		
	Identify octagons			CS		
2.G.1	Identify cubes		C			
	Complete a pattern according to shape, size, color, or orientation	CSU				
	Complete a pattern according to two of the attributes of shape, size, and orientation		CSU			
	Identify and name semicircles and quarter circles		CSU			
	Identify squares, rectangles, triangles, circles, semicircles, and quarter circles within a given figure		CSU			
	Draw a straight line of a given length		CSU			
2.G.1	Recognize and draw shapes having specified attributes		CSU			
3.G.1	Categorize some shapes, including quadrilaterals			CS		
3.G.1	Identify rhombuses, rectangles, and squares as examples of quadrilaterals			CS		
3.G.1	Draw quadrilaterals that are not rhombuses, rectangles, or squares			C		
	Associate an angle as a certain amount of turning		C	CSU		
	Identify right angles			CSU		
	Tell whether an angle is greater or smaller than a right angle			CSU		
4.MD.5	Recognize angles as shapes formed whenever two rays share an endpoint				C	
4.MD.5a	Understand that angles are measured with reference to degree of turning in a circle				CSU	



The symbols indicate where the topic is first introduced or specifically addressed.

U: U.S. Edition

C: Common Core Edition

S: Standards Edition

CCS		1	2	3	4	5
4.MD.5a	Understand that 1 degree is $1/360$ of a circle				CSU	
4.MD.5b	Understand that that an angle that turns through n degrees has a measure of n degrees.				CSU	
4.MD.6	Measure angles with a protractor				CSU	
4.MD.6	Draw angles of specified measure				CSU	
4.MD.7	Recognize that the angle measure of an angle divided into parts is the sum of the parts. Solve addition and subtraction problems to find unknown angles. Write equations using a symbol to stand for the unknown angle.				CSU	
	Associate quarter turns with $90^\circ$ , half turn with $180^\circ$ , and three-quarter turn with $270^\circ$				CSU	
4.G.1	Identify and draw perpendicular and parallel lines				CSU	
4.G.1	Identify and draw acute and obtuse angles				CSU	
4.G.1	Identify and draw points, line segments, and rays				C	
4.G.3	Recognize symmetric figures and lines of symmetry, draw lines of symmetry				CSU	
	Complete a symmetric figure with respect to a given line of symmetry				CSU	
4.G.2	Classify 2-D figures based on presence or absence of parallel or perpendicular lines, or angles of a specified size				CSU	
	Recognize and name parallelograms				CSU	
	Recognize and name trapezoids, using the exclusive definition of a trapezoid				SU	
4.G.2	Recognize and name trapezoids, using the inclusive definition of a trapezoid				C	
4.G.2	Recognize and name right triangles			S	CSU	
5.G.3	Understand that attributes belonging to a category of 2-dimensional figures belong to all subcategories of that category				CS	CSU
5.G.3	Classify 2-D figures in a hierarchy based on properties				CS	CSU
	Recognize and name isosceles and equilateral triangles				CSU	CSU
	Recognize and name scalene triangles			CS	CS	
	Identify and name angles on a straight line, angles at a point, vertically opposite angles					CSU
	Recognize that angles on a straight line add to $180^\circ$ , angles around a point add to $360^\circ$ , and vertically opposite angles are equal					CSU
	Find unknown angles involving angles on a straight line, angles at a point, and vertically opposite angles					CSU
	State and find unknown angles involving the properties of parallelograms, rhombuses, and trapezoids					CSU
	Recognize and use the property that the angle sum of a triangle is $180^\circ$					CSU
	State and find unknown angles using angle properties of isosceles triangles, equilateral triangles, and right triangles					CSU
	Draw squares, rectangles, parallelograms and triangles given dimensions (side lengths and angles)					SU
	Identify congruent figures				S	
	Recognize shapes that can tessellate, identify the shape in a tessellation, draw a tessellation on dot paper				S	U



The symbols indicate where the topic is first introduced or specifically addressed.

U: U.S. Edition

C: Common Core Edition

S: Standards Edition

CCS		1	2	3	4	5
	Recognize figures that have rotational symmetry				S	
	Identify prisms, pyramids, cylinders, cones, and spheres		S	S		
	Identify cylinders			S	S	
	Identify rectangular and triangular prisms and pyramids				S	
	Identify nets of prisms and pyramids, or solids from nets				S	
<b>Coordinate graphs</b>						
5.G.1	Understand the coordinate plane, x and y axis and coordinates, and plot ordered pairs (first quadrant)				S	CS
5.OA.3	Generate numerical patterns using two given rules, identify relationships between corresponding terms, create ordered pairs, and graph on a coordinate plane				S	CS
	Find the length of horizontal and vertical lines on the coordinate grid				S	CS
<b>Data and Statistics</b>						
1.MD.4	Organize, represent, and interpret data in a picture graph with up to 3 categories	CSU				
2.MD.10	Organize, represent, and interpret data in a picture graph with up to 4 categories	CSU	CSU			
2.MD.10	Organize, represent, and interpret data in a bar graph with up to 4 categories and single unit scale		CSU			
2.MD.9	Repeatedly measure lengths of objects to the nearest whole units and plot the data on a line plot		C			
3.MD.3	Organize, represent, and interpret data in picture graphs with a scale representation		CSU	CS		
3.MD.3	Organize, represent, and interpret data in a bar graph with a scaled axis		CS	CSU		
3.MD.4	Generate measurement data by measuring lengths to the nearest half or fourth of an inch and record the data in a line plot			C		
4.MD.4	Make a line plot to display a data set of measurements in fractions ( $\frac{1}{2}$ , $\frac{1}{4}$ , or $\frac{1}{8}$ ). Solve problems involving addition or subtraction of fractions using information in the line plots.			C		
	Collect, organize, and present data in line plots			CS	CS	
	Solve word problems using data presented in bar graphs and tables				CSU	
5.MD.2	Make a line plot to display a data set of measurements in fractions ( $\frac{1}{2}$ , $\frac{1}{4}$ , or $\frac{1}{8}$ ). Use operations on fractions to solve problems involving information in the line plot, such as finding the average					C
5.G.2	Graph points on a coordinate plane and interpret values in context of real-world and mathematical situation					CS
	Read and interpret line graphs				U	CS
	Collect, organize and display data in pie charts					S
	Collect, organize and display data in histograms					S
	Identify the mode and median of categorical data				S	
	Understand, find, and compare mean, median, and mode of a set of data					S
	Identify whether common events are certain, likely, unlikely, or impossible			S		
	Record the possible outcomes for a simple event and systematically keep track of the outcome when it is repeated many times			S		



The symbols indicate where the topic is first introduced or specifically addressed.

U: U.S. Edition

C: Common Core Edition

S: Standards Edition

CCS		1	2	3	4	5
	Summarize and display results of simple probability experiments, use the results to predict future events			S		
	Represent all possible outcomes for simple probability experiments				S	
	Express all possible outcome of experimental probability situations verbally and numerically and as fractions				S	
<b>Algebra</b>						
	Write simple equations involving related changes in quantities (e.g. $y = 3x + 5$ ) and solve for the dependent value when given the independent value					S
	Write and evaluate simple algebraic expressions in one variable using substitution					S
	Use the distributive property in expressions with variables					S
	Simplify algebraic expressions in one variable					S
	Solve problems involving simple linear functions with whole numbers values, write the equation, and graph the resulting ordered pairs on a grid				S	S
	Understand and interpret negative numbers, locate negative numbers on a number line, compare and order integers				S	S
	Recognize and extend regular number patterns that include negative numbers				S	S
	Find the numerical value of negative numbers				S	
	Add and subtract positive and negative integers				S	
	Solve problems involving linear functions with integer values, write the equation, and graph the resulting ordered pairs on a grid				S	S

---

VLCS did not meet this goal. Only 60% of the students scored proficient in Spring 2020.

In a recent article in Educational Researcher, Santibanet et al. (2021) Found that absenteeism impacts academic and social-emotional outcomes – with a larger impact on math than ELA. This may explain the regression of math proficiency in 2020.

## Curriculum and Instructional Design

© Includes a framework for instructional design that is aligned with the needs of the pupils that the charter school has identified as its target student population.

*Instructional Focus (e.g., technology, arts, math and science, vocational, etc.)*

The instructional focus at Valley Life is on Leadership, along with Visual and Performing Arts. Students will be guided toward success by focusing on leadership through character development and the development of personal strengths. Students will strive to attain academic goals based on the California Common Core State Standards and a challenging curriculum. The goal for students will be to become engaged learners and to attain the level of Proficient or Advanced Proficient in all content areas, as outlined in the SBAC testing while developing the *emotionally intelligent* qualities and skills needed to be successful throughout life.

“The 7 Habits of Highly Successful People”, along with “The Leader in Me,” written by Stephen Covey (Covey, 2009), will be used to teach and develop leadership throughout each grade level of Valley Life Charter School. Integrating “The Leader in Me” into a school’s core curriculum and everyday language. Implementation will be taught to the teachers and staff at the initial staff training prior to the opening of the school. The Leader in Me staff development includes several tools to assist educators, students, and parents in implementation during the first year as well as reinforcing the process in following years. Included in this staff development are cross-curricular lesson plans, videos, assessments, and a forum for educators, as well as fun activities for students. It becomes part of the culture, gaining momentum and producing improved results year after year (David Hatch, 2010), benefiting the school and students in the following ways:

- Develops students who have the skills and self-confidence to succeed as leaders in the 21st century.
- Decreases discipline referrals.

- Teachers and develops character and leadership through the existing core curriculum.
- Improves academic achievement.
- Raises levels of accountability and engagement among both parents and staff <sup>11</sup>
- This approach will be used to create a positive atmosphere and allow students to focus on educational goals, and diminish the distractions of negativity, thus allowing the classroom to be a safe haven for all students.

Along with leadership, students at Valley Life will take Visual and Performing Arts (VAPA) classes beginning in TK. Students in TK – 3<sup>rd</sup> will be required to take music, dance, and art. Students in 4<sup>th</sup> – 6<sup>th</sup> will be required to take art, choir and will have an opportunity to take band or orchestra, beginning in 5<sup>th</sup> grade. Students in 7<sup>th</sup> and 8<sup>th</sup> will be required to enroll in a VAPA Class that may include visual art, music, band, or orchestra. Students in grades 4<sup>th</sup> – 8<sup>th</sup> will also have an opportunity to enroll in dance or competition dance. All students in grades TK – 8<sup>th</sup> will be required to participate on stage at a minimum of once per year, but more likely 2 – 3 times per year.

*(D) Indicates the basic learning environment or environments (e.g., site-based matriculation, Independent study, community-based education, technology-based education)*

The learning environment at Valley Life will be chosen by the parents of the students that attend. VLCS offers a site-based program to –K - 8<sup>th</sup> grade and an Independent Study program to students in –K - 1<sup>st</sup> grade. Students enrolled in the Independent Study program will have opportunities to push into some site-based specialty classes. IS students will also have opportunities for enrichment classes on campus, as well as high school IS math, science, and language classes weekly.

*(E) Indicates the instructional approach or approaches the charter school will utilize, including, but not limited to, the curriculum and teaching methods (or a process for developing the curriculum and teaching methods) that will enable the school's pupils to master the content standards for the four core curriculum areas adopted by the State Board of Education pursuant to Education Code section 60605 and to achieve the objectives specified in the charter. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(C-E)]*

The design of the curriculum is to make learning meaningful and engaging by integrating skills and disciplines. This approach to education will allow the teacher to teach standards by involving students in the process. For example, a third-grade student unit on California Native American tribes may focus on customs, culture, history, and geography. In addition, there are many areas of

---

<sup>11</sup> <http://innacademy.com/wp-content/uploads/leader-in-me-research.pdf>

science, which are included, such as weather, climate, environments, animal life, and vegetation. Technology and research skills are used to gather information for reports and to prepare technology-based presentations. Math skills are used to compute and estimate findings. Reading and writing skills are applied as students write about their observations and experiences. This unit will also be integrated into the school garden project, where students will plant and grow traditional Native American crops. The unit will also integrate music and art by studying the music and performing the dances of the culture or by creating replicas of native art. This is often accomplished by integrating literature into history courses.

Teachers will use a variety of ways to teach content through hands-on lessons, interactive field trips, arts-integrated and project-based learning. Valley Life teachers are also trained in Reading Units of Study and Writing Units of Study. Units of Study help teachers create a predictable workshop framework. Although this has been through in the ELA PD, teachers are able to implement the instructional design into all disciplines. By creating mini-lessons, conferencing with students, allowing them to work in small groups or alone, and celebrating their accomplishments along the way. Reading and writing workshops are deliberately designed to offer a simple and predictable environment so that the teacher can focus on the complex work of observing students' progress and teaching into their needs.

- Each session begins with a **mini lesson**. Kids sit with a long-term partner while in the mini lesson.
- The mini lesson ends with the kids being sent off to their own **independent work**.
- As students work, the teacher **confers with them and leads small groups**.
- Partway through independent work time, the teacher stands and delivers a **mid-workshop teaching point**.
- The workshop ends with a **share**.<sup>12</sup>

Prior to authorization, the school had made some initial decisions regarding the academic curriculum materials that were to be used. All curricular adoptions are subject to change in response to student needs. These needs will be identified through diagnostic assessments, curriculum-embedded tests, and examination of student work. The school will each have a curriculum committee of teachers, parents, and administrators. The curriculum committees will continuously examine the programs in place at the school, and resulting student achievement, in order to fine-tune academic programs to maximize achievement. In 2012, the governing board of VLCS adopted curriculum and began to purchase curriculum that had supplemental common core state standards. The following is the updated Curriculum used by VLCS.

---

<sup>12</sup> <https://www.unitsofstudy.com/framework>

# 7 Habits of Highly Effective People Characters/Principles in Action

Habit	Characters/Principles	Characters/Principles in Action	I Statements
<b>1</b> <b>Be Proactive</b>	Responsibility Choice Accountability Initiative Resourcefulness	<ul style="list-style-type: none"> <li>• Pause and respond based on principles and desired results.</li> <li>• Use proactive language.</li> <li>• Focus on your Circle of Influence.</li> <li>• Become a Transition Person.</li> </ul>	<ul style="list-style-type: none"> <li>• I'm a responsible person.</li> <li>• I take initiative.</li> <li>• I choose my actions and attitudes.</li> <li>• I don't blame others when I make mistakes.</li> </ul>
<b>2</b> <b>Begin with the End in Mind</b>	Vision Commitment Purpose	<ul style="list-style-type: none"> <li>• Define outcomes before you act.</li> <li>• Create and live by a personal mission statement.</li> </ul>	<ul style="list-style-type: none"> <li>• I set goals for myself.</li> <li>• I think about how my choices will impact the future.</li> <li>• I do meaningful work.</li> </ul>
<b>3</b> <b>Put First things First</b>	Focus Integrity Discipline Prioritization	<ul style="list-style-type: none"> <li>• Focus on your highest priorities.</li> <li>• Eliminate the unimportant.</li> <li>• Plan every week.</li> <li>• Stay true in the moment of choice.</li> </ul>	<ul style="list-style-type: none"> <li>• I make a schedule and dedicate time to my big rocks each day.</li> <li>• I'm organized.</li> <li>• I stay focused.</li> <li>• I try to minimize distractions</li> </ul>
<b>4</b> <b>Think Win-Win</b>	Mutual Benefit Fairness Abundance	<ul style="list-style-type: none"> <li>• Build your Emotional Bank Account with others.</li> <li>• Have an abundance mentality.</li> <li>• Balance courage and consideration.</li> <li>• Consider other people's wins as well as your own.</li> <li>• Create Win-Win Agreements.</li> </ul>	<ul style="list-style-type: none"> <li>• I look for solutions to problems.</li> <li>• I consider the feelings and needs of others.</li> <li>• I am kind and cooperative when</li> <li>• I work with others.</li> </ul>
<b>5</b> <b>Seek First to Understand, then to be Understood</b>	Respect Mutual Understanding Empathy Courage	<ul style="list-style-type: none"> <li>• Practice Empathic Listening.</li> <li>• Respectfully seek to be understood.</li> </ul>	<ul style="list-style-type: none"> <li>• I listen to other people's feelings and ideas without interrupting.</li> <li>• I use my eyes and ears when listening.</li> <li>• I try to understand other people.</li> <li>• I am confident when I share my ideas.</li> <li>• I don't make assumptions about others.</li> </ul>
<b>6</b> <b>Synergize</b>	Creativity Cooperation Diversity Humility	<ul style="list-style-type: none"> <li>• Value differences.</li> <li>• Seek 3<sup>rd</sup> Alternatives.</li> </ul>	<ul style="list-style-type: none"> <li>• I get along well with others.</li> <li>• I value the strength of others and allow myself to learn from them.</li> <li>• I know we can accomplish more as a team.</li> </ul>
<b>7</b> <b>Sharpen the Saw</b>	Renewal Continuous Improvement Balance	<ul style="list-style-type: none"> <li>• Achieve the Daily Private Victory (take care of your heart, mind, body, spirit).</li> </ul>	<ul style="list-style-type: none"> <li>• I take care of my body by exercising resting, and eating healthy foods.</li> <li>• I learn new things.</li> <li>• I spend time with family and friends.</li> <li>• I balance my time between work and play.</li> <li>• I reflect on ways I grow.</li> </ul>
<b>8</b> <b>Find Your Voice, and Inspire Others to Find Theirs</b>	Service Contribution	<ul style="list-style-type: none"> <li>• Develop and use your talents</li> <li>• Make a contribution</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify my strengths and passion</li> <li>• I look for ways to help others</li> <li>• I make the world better</li> </ul>



# Leader in Me and Burton School District Pillar Alignment

<p><b>Pillar 1:</b> Student Success</p>	<p>All students will learn in a safe and engaging environment and graduate college and career ready</p>
<p>S1 - Build curricular and extra-curricular offerings to enhance college and career readiness</p>	<p><b>Leader in Me implementation</b> teaches college, career, and life-readiness skills through adult modeling, direct student lessons, integrated lessons, and providing students with opportunities to lead and make a positive difference at school, home, and within their community (leadership roles and service learning opportunities)</p> <p><b>Leader in Me provides evidence-based results</b> of increased social and emotional wellness, personal effectiveness, interpersonal effectiveness, group leadership, and student empowerment.</p>
<p>S2 - Enhance student engagement in learning</p>	<p><b>Leader in Me implementation</b> empowers students to have a voice and take ownership over their school experience and learning as they are provided opportunities to lead; set, track, and celebrate personal and academic goals; as well as class and school goals.</p> <p><b>Leader in Me provides evidence-based results</b> of increased student empowerment, learning engagement, growth mindset, and motivation.</p>
<p>S3 - Meet students' social and emotional needs</p>	<p><b>Leader in Me implementation</b> creates a social and emotional friendly environment where teachers model social and emotional wellness and communicate to students their worth and potential as they are taught personal, interpersonal, and leadership skills.</p> <p><b>Leader in Me provides evidence-based results</b> of increased social and emotional wellness, confidence, student engagement, and positive behaviors.</p>
<p>S4 - Enhance system-wide student assessment system</p>	<p>The <b>Multiple Results Assessment</b> Surveys sent to students, staff, and parents provides a 360 degree view to measure and observe progress of student development of personal management skills, interpersonal skills, confidence, group leadership, student engagement, student goal achievement, growth mindset, student motivation, self-regulated learning and much more. The valid data can be tracked and used for goal setting, action planning, and progress monitoring at each individual site.</p>


# Leader in Me and Burton School District Pillar Alignment

<p><b>Pillar 2:</b> Employee Engagement</p>	<p>All employees of the Burton School District will be engaged and valued</p>
<p>E1 - Enhance employee trust and engagement from the hiring process through employee retirement</p>	<p><b>FranklinCovey</b> trains 90% of the Fortune 100 and 75% of Fortune 500 companies around the world in social and emotional wellness, personal leadership, and organizational leadership and management. Some organizational leadership trainings include:</p> <ul style="list-style-type: none"><li>• 4 Essential Roles of Great Leaders</li><li>• Speed of Trust</li><li>• 4 Disciplines of Execution</li><li>• 7 Habits of Highly Effective People</li><li>• Multipliers</li><li>• Unconscious Bias</li><li>• 6 Critical Practices for Leading a Team</li></ul> <p><b>Leader in Me implementation provides evidence-based results</b> of increased staff social and emotional wellness, attendance, empowerment, and fulfillment.</p>
<p>E2 - Implement a needs-driven professional development system for all employees</p>	<p><b>Leader in Me</b> provides staff with modular on-demand virtual learning:</p> <ul style="list-style-type: none"><li>• 7 Habits of Highly Effective People</li><li>• 7 Habits of Highly Effective Families</li><li>• 4 Disciplines of Execution</li><li>• Speed of Trust</li><li>• 4 Essential Roles of Great Leaders</li><li>• Empowering Instruction</li><li>• Equity in Education</li><li>• Family Engagement</li></ul> <p>Leader in Me provides staff with a new video and article each week that provide professional learning through modeling and providing tools, templates, and resources that can be used the very next day in class.</p> <p><b>Leader in Me implementation provides evidence-based results</b> of increased staff expectations; goal focus and achievement; and instructional efficacy.</p>

# Leader in Me and Burton School District Pillar Alignment

<p><b>Pillar 3:</b> Family and Community Partnerships</p>	<p>All school families and community partners will be engaged and feel valued</p>
<p>F1 - Enhance continuity of communication and high-level customer service at district, school, and classroom level</p>	<p><b>FranklinCovey Education and Leader in Me</b> provide training that can assist with providing an engaged and empowering environment that promotes effective communication and partnerships with families within the community:</p> <ul style="list-style-type: none"><li>• 7 Habits of Highly Effective People</li><li>• Speed of Trust</li><li>• 4 Essential Roles of Great Leaders</li><li>• Customer Loyalty</li><li>• Family Engagement</li></ul>
<p>F2 - Support parents and strengthen their engagement in student learning</p>	<p><b>Leader in Me implementation</b> includes family and community partnerships and learning; service learning; as well as student-led academic conferences. The following trainings assist staff with supporting family social and emotional wellness and increases their engagement within the school:</p> <ul style="list-style-type: none"><li>• 7 Habits of Highly Effective Families</li><li>• Family Engagement</li></ul> <p><b>Leader in Me implementation provides evidence-based results</b> of increased family social and emotional wellness, school-family partnership, family engagement, and parent perception of student-led achievement.</p>

# Leader in Me and Burton School District Pillar Alignment

<p><b>Pillar 4:</b> Improvement Efficiency &amp; Innovation</p>	<p>All of our district and school processes and operations will be efficient and lead to innovation</p>
<p>I1 - Create district-wide continuous improvement system and increase understanding of CI process and tools</p>	<p><b>Leader in Me implementation</b> utilizes coaching and the Learning and Implementation Cycle as a continual improvement tool:</p> 
<p>I2 - Enhance efficiency and innovation throughout the district with a focus on stewardship of the key resources of people, money, and time</p>	<p><b>FranklinCovey Education</b> provides organizational leadership trainings and district leadership have access to on-demand organizational leadership offerings, providing them with access to FranklinCovey Organizational Leadership trainings, including:</p> <ul style="list-style-type: none"> <li>• 4 Essential Roles of Great Leaders</li> <li>• Speed of Trust</li> <li>• 4 Disciplines of Execution</li> <li>• 7 Habits of Highly Effective People</li> <li>• Multipliers</li> <li>• Unconscious Bias</li> <li>• 6 Critical Practices for Leading a Team</li> </ul>
<p>I3 - Enhance school safety (physical, health and wellness)</p>	<p><b>FranklinCovey Education trainings and Leader in Me implementation</b> provide teams with the tools and skills to proactively create a safe emotional and physical environment and culture.</p>

# Leader in Me and Burton School District Pillar Alignment

## Leader in Me Evidence-Based Framework

### Paradigms

Paradigm of Leadership		Paradigm of Potential		Paradigm of Change		Paradigm of Motivation		Paradigm of Education	
NOT THIS	BUT THIS	NOT THIS	BUT THIS	NOT THIS	BUT THIS	NOT THIS	BUT THIS	NOT THIS	BUT THIS
Leadership is for the few.	Everyone can be a leader.	A few people are gifted.	Everyone has genius.	To improve schools the system needs to change first.	Change starts with me.	Direct and control student learning.	Empower students to lead their own learning.	Educators focus solely on academic achievement.	Educators and families partner to develop the whole person.

### Highly Effective Practices

Leadership (SEL)	Culture	Academics
<p><b>Start with Adults Learning &amp; Modeling</b></p> <ul style="list-style-type: none"> <li>Principal &amp; Coordinator Development</li> <li>New &amp; Ongoing Staff Learning</li> <li>Family &amp; Community Partnerships</li> </ul> <p><b>Teach Students to Lead</b></p> <ul style="list-style-type: none"> <li>Direct Lessons</li> <li>Integrated Approaches</li> <li>Service Learning</li> </ul>	<p><b>Create a Leadership Environment</b></p> <ul style="list-style-type: none"> <li>Physical Environment</li> <li>Social-Emotional Environment</li> <li>Leadership Events</li> </ul> <p><b>Share Leadership</b></p> <ul style="list-style-type: none"> <li>Lighthouse &amp; Action Teams</li> <li>Leadership Roles</li> <li>Student Voice</li> </ul>	<p><b>Achieve Goals</b></p> <ul style="list-style-type: none"> <li>Individual Goals</li> <li>Team Goals</li> <li>Aligned School Goals</li> </ul> <p><b>Empower Learners</b></p> <ul style="list-style-type: none"> <li>Leadership Portfolios</li> <li>Student-Led Conferences</li> <li>Empowering Instruction</li> </ul>

### Targeted Measurable Results

Leadership (SEL)	Culture	Academics
<p>Highly effective students and adults who are leaders in their school and community.</p>	<p>A high-trust school culture where every person's voice is heard and their potential is affirmed.</p>	<p>Engaged students who are equipped to achieve and entrusted to lead their own learning.</p>
<ul style="list-style-type: none"> <li>Student Behavior                             <ul style="list-style-type: none"> <li>-Discipline Referrals</li> <li>-Suspensions</li> </ul> </li> <li>Staff Social/Emotional Teaching Readiness</li> <li>Student Leadership                             <ul style="list-style-type: none"> <li>-Self-Direction</li> <li>-Interpersonal Effectiveness</li> <li>-Group Leadership</li> </ul> </li> <li>Family Engagement</li> </ul>	<ul style="list-style-type: none"> <li>Attendance                             <ul style="list-style-type: none"> <li>-Student Attendance</li> <li>-Student Absenteeism</li> <li>-Teacher Attendance</li> </ul> </li> <li>Supportive School Environment</li> <li>Student Engagement</li> <li>Staff Satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>Reading Proficiency</li> <li>Math Proficiency</li> <li>Teaching Efficacy</li> <li>Student-Led Achievement</li> </ul>

# Leader in Me and Burton School District Pillar Alignment

## Leader in Me Implementation (Site Trainings and Coaching Focus)

### Foundation

#### 7 Habits of Highly Effective People

Staff Social and Emotional Wellness and Teaching Readiness

### Year 1

#### Core 1: Creating a Social and Emotional Friendly Leadership School

**Lighthouse/Leadership Team Training:** Design a Leadership School Using the Leader in Me Process

**Staff Training:** Modeling SEL, Student Lessons, Empowering Environment, Student Voice, Leadership Roles

**Ongoing Coaching Support:** Leadership Classroom; Systems and Structures; Empowered Leadership

**Membership:** Ongoing and On Demand Professional Learning, Support, and Resources

### Year 2

#### Core 2: Achieving Academic Growth Through Student Empowerment

**Lighthouse/Leadership Team Training:** Achieve Academic Growth Using the Leader in Me Process

**Staff Training:** Modeling SEL; Integrated SEL; Empower Learners; Student Academic Goals and Portfolios

**Ongoing Coaching Support:** Empower Students; Empowering Systems; Empowering Leadership

**Membership:** Ongoing and On Demand Professional Learning, Support, and Resources

### Year 3

#### Core 3: Developing Life-Ready Leaders

**Lighthouse Team Training:** Developing Life-Ready Leaders Using the Leader in Me Process

**Staff Training:** Service Learning; Student Voice; Student Academic Goals; Student Led Conferences

**Ongoing Coaching Support:** Life-Ready Leaders in our Classroom; Sustainable Systems; Lighthouse School

**Membership:** Ongoing and On Demand Professional Learning, Support, and Resources

### Concurrent Staff Development

Year 1: Equity in Education | From the Inside Out (district-wide and on-demand)

Year 1: 7 Habits of Highly Effective Families Certification to Teach (on-demand)

Year 2: Family Engagement | The Learning Team Approach (on-demand)

### After Year 3 Staff Development

Year 3: Empowering Instruction 1 | Nurturing a "We Learn" Culture (on-demand)

Academics 1 | Closing Our School's Proficiency Gap

Academics 2 | Achieving Team Proficiency Goals

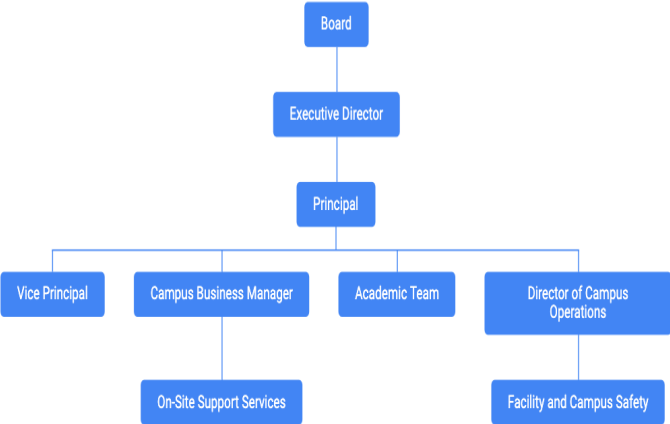
### FranklinCovey leadership trainings embedded in the above trainings:

- 7 Habits of Highly Effective People
- 4 Disciplines of Execution
- Speed of Trust
- 4 Essential Roles of Transformational Leaders
- Unconscious Bias



# Appendix I

# CRLA Southern California Org Chart







# Appendix J

## Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the California Republic Leadership Academy Capistrano (the "Charter School") merits consideration and hereby petition the governing board of the Capistrano Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

### By the Lead Petitioner:



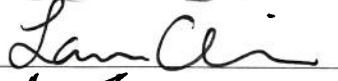




KEVIN PRATT  
Name

  
Signature

6/24/2022  
Date

The petitioners recognize Kevin Pratt and Gary Davis as the Lead Petitioners and hereby authorize the Lead Petitioners to negotiate any amendments to the attached charter necessary to secure approval by the Capistrano Unified School District governing board.

### By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-8 in 2023-24	Number of children entering grade TK-8 after 2023-24
Christa Chamberlin		6/24/2022	12 Sunny Slope, PSM	949 374 0965	5	6
Diana Menghini		6/29/22	29570 Spotted Bull Ln San Juan Capistrano CA 92675	253-441 8760	2	1
Lauren Chamberlin		6/24/22	8 Summit Ct. PSM, CA 92688	949 378-6505	4	4
Mindy Nelson		7/01/22	104 Via Timodavak San Clemente, CA 92672	949 813 9130	3	4
Melissa Nielsen		7/3/22	1013 Calle de Los Atlatlas San Clemente, CA 92613	949-903-8135	3	3
Amy Anderson		7/3/22	408 Camino Bandera San Clemente CA 92613	805-910-0474	2	2
Danielle Curtis		7/3/22	2517 Costero Magesthuoso San Clemente CA 92613	801-230-7590	3	4

For more information and to stay up to date, visit our website.

[www.calrepublicleadershinacademy.org](http://www.calrepublicleadershinacademy.org)



## Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the California Republic Leadership Academy Capistrano (the "Charter School") merits consideration and hereby petition the governing board of the Capistrano Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

### By the Lead Petitioner:








KEVIN PRATT  
Name

  
Signature

6/27/2022  
Date

The petitioners recognize Kevin Pratt and Gary Davis as the Lead Petitioners and hereby authorize the Lead Petitioners to negotiate any amendments to the attached charter necessary to secure approval by the Capistrano Unified School District governing board.

### By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-8 in 2023-24	Number of children entering grade TK-8 after 2023-24
Aubree Vandenberg		6-27-22	32891 Pasco del Amor San Juan Capistrano CA 92675	850-556- 4462	2	1
Katie Hunt		7-12-22	32902 Pasco Del Amor San Juan Capistrano, 92675	949- 910-1783	3	
Kelleen Hammes		7-12-22	32911 Paseo Del Amor San Juan Capistrano, CA	714-299- 3101	3	<del>1</del>
Stephanie Yovin		7-14-22	23292 Orange Ave #1 Lake Forest CA 92630	949 510 2242	1	2
Lacey Bredsgaard		7-14-22	54 Ledgewood Dr Rsm, CA 92688	949-910- 9339	<del>1</del> 3	<del>1</del> 1
Heather Prema		7-14-22	18 Birkdale Way Coto de Caza CA 92679	949- 422-3215	1	
Michaela Sitzman		7/14/22	31445 Juliana Farms Pd SSC, Ca 92675	(949) 212- 8874	<del>1</del> 1	1

For more information and to stay up to date, visit our website.

[www.calrepublicleadershipacademy.org](http://www.calrepublicleadershipacademy.org)




**Signature Page for Parents**

We the undersigned believe that the attached Charter for the creation of the California Republic Leadership Academy Capistrano (the "Charter School") merits consideration and hereby petition the governing board of the Capistrano Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

By the Lead Petitioner:

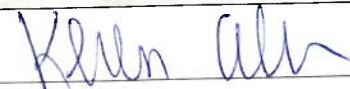
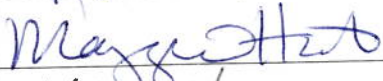
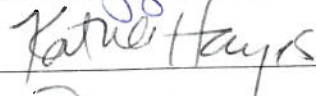

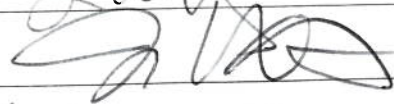

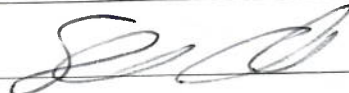
KEVIN PRATT  
Name

  
Signature

7/8/2022  
Date

The petitioners recognize Kevin Pratt and Gary Davis as the Lead Petitioners and hereby authorize the Lead Petitioners to negotiate any amendments to the attached charter necessary to secure approval by the Capistrano Unified School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-8 in 2023-24	Number of children entering grade TK-8 after 2023-24
Karen Albee		7/8/22	17 De Leon Lane, Ladera Ranch	949-542-0372	1	
Maggie Hirt		7/9/22	10 Gardenia St, Ladera Ranch	949-295-6825	1	1
Kathleen Hays		7/18/22	11 Gardenia St, Ladera Ranch	310-994-0749	2	2
		7.18.22	18 Gardenia St	949-324-3379	2	
JOSHUA HUNTER		7.18.22	20 Gardenia St	949-887-2486	4	1
Lindsay Mathew		7/18/22	2 Snow Bush	949-374-2672	1	1
Scott Galavan		7/18/22	43 Folgate	310-499-8157	1	1

For more information and to stay up to date, visit our website.

[www.calrepublicleadershipacademy.org](http://www.calrepublicleadershipacademy.org)



**Signature Page for Parents**

We the undersigned believe that the attached Charter for the creation of the California Republic Leadership Academy Capistrano (the "Charter School") merits consideration and hereby petition the governing board of the Capistrano Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

**By the Lead Petitioner:**

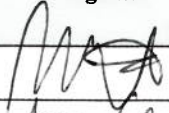



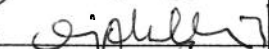

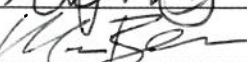
KEVIN PRATT  
Name

  
Signature

7/12/2022  
Date

The petitioners recognize Kevin Pratt and Gary Davis as the Lead Petitioners and hereby authorize the Lead Petitioners to negotiate any amendments to the attached charter necessary to secure approval by the Capistrano Unified School District governing board.

**By the Petitioners:**

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-8 in 2023-24	Number of children entering grade TK-8 after 2023-24
Krisen Tashjian		7/12/22	4917 Calle Vida SC, CA 92673	949/375 3190	2	1
Amy Clayton		7-12-22	64 Via Armilla SC	501-766 7077	1	2
Karen Peifer		7/12/22	1514 Camino Reservoir	444-899- 1394	2	2
Lauren Aida		7/12/22	33527 Viade Agua	310-440- 5467	1	1
Michelle McGrath		7/12/22	5304 Camino Bosquecillo	949-690 9503	3	4
Courtney Morris		7/12/22	1114 Las Posas	775-815 2925	2	3
MARISSA BENSON		7/12/22	5301 Camino Bonita	926-73	1	2

For more information and to stay up to date, visit our website.

[www.calrepublicleadershipacademy.org](http://www.calrepublicleadershipacademy.org)



**Signature Page for Parents**

We the undersigned believe that the attached Charter for the creation of the California Republic Leadership Academy Capistrano (the "Charter School") merits consideration and hereby petition the governing board of the Capistrano Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

**By the Lead Petitioner:**

KEVIN PRATT  
Name

[Signature]  
Signature

7/12/2022  
Date

The petitioners recognize Kevin Pratt and Gary Davis as the Lead Petitioners and hereby authorize the Lead Petitioners to negotiate any amendments to the attached charter necessary to secure approval by the Capistrano Unified School District governing board.

**By the Petitioners:**

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-8 in 2023-24	Number of children entering grade TK-8 after 2023-24
Kathryn Larson	[Signature]	07.12.2022	2404 Camino Oleada San Clemente CA	949- 2912285	2	2
Cathleen Nebrida	[Signature]	7/12/2022	2410 Camino Oleada San Clemente CA	949 3023004	1	1
Angela Yayer	[Signature]	7/12/2022	1911 Camino Sables C61501	415- 949-1487	2	1
Stephanie Murray	[Signature]	7/12/22	2408 Camino Oleada SC CA 92673	949-482- 9931	1	1
Jacqueline Galbasim	[Signature]	7/12/22	2533 Costero Magostroso SCCA 92673	90760 3648	2	2
Sue Ann Ingersoll	[Signature]	7/12/22	2428 Camino Oleada SC	949-280- 5807	2	2
Laren Bennett	[Signature]	7/12/22	2402 Camino Oleada SC 92673	949-762- 1134	3	3

For more information and to stay up to date, visit our website.

[www.calrepublicleadershipacademy.org](http://www.calrepublicleadershipacademy.org)



**Signature Page for Parents**

We the undersigned believe that the attached Charter for the creation of the California Republic Leadership Academy Capistrano (the "Charter School") merits consideration and hereby petition the governing board of the Capistrano Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

**By the Lead Petitioner:**

KEVIN PRATT  
Name

[Signature]  
Signature

7/12/2022  
Date

The petitioners recognize Kevin Pratt and Gary Davis as the Lead Petitioners and hereby authorize the Lead Petitioners to negotiate any amendments to the attached charter necessary to secure approval by the Capistrano Unified School District governing board.

**By the Petitioners:**

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-8 in 2023-24	Number of children entering grade TK-8 after 2023-24
Nicole Bailey	[Signature]	7-12-2022	153 W Ave. San Antonio	949 300-8345	2	
ANDREW BAILEY	[Signature]	7-12-2022	153 W. Ave San Antonio	949 547-8947	2	
Erica Zalewski	[Signature]	7/12/22	2001 Costero Hermosa San Clemente	714- 469-1421	3	
Lauren Goodman	[Signature]	7/12/22	2418 Camino Oleada San Clemente	949-394- 2607	2	
Sandra Hill	[Signature]	7/15/22	2407 Calle Monte Carlo San Clemente CA 92072	949 378 6311	2	
Madison Fleming	[Signature]	7/20/22	27 Via Alcamo San Clemente CA 92078	801-649 8168	2	2
Carina Hoyt	[Signature]	7/20/22	43 Via Villena San Clemente CA 92073	949-531 8980	2	

For more information and to stay up to date, visit our website.

[www.calrepublicleadershipacademy.org](http://www.calrepublicleadershipacademy.org)



**Signature Page for Parents**

We the undersigned believe that the attached Charter for the creation of the California Republic Leadership Academy Capistrano (the "Charter School") merits consideration and hereby petition the governing board of the Capistrano Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

**By the Lead Petitioner:**

KEVIN PRATT  
Name

[Signature]  
Signature

7/12/2022  
Date

The petitioners recognize Kevin Pratt and Gary Davis as the Lead Petitioners and hereby authorize the Lead Petitioners to negotiate any amendments to the attached charter necessary to secure approval by the Capistrano Unified School District governing board.

**By the Petitioners:**

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-8 in 2023-24	Number of children entering grade TK-8 after 2023-24
Tiffany Stonehill	[Signature]	7/12/22	2005 Costero Hermoso	949 5141644	2	
Mary Kate Beverly	[Signature]	7/12/22	2024 Costero Hermoso	949-424-0126	1	1
Adrienne Astorian	[Signature]	7/12/22	2014 Costero Hermoso	949-291-0477	2	
Brianna DeBruck	[Signature]	7/12/22	2021 Costero Hermoso	949 656 6511	2	
Allison Guthrie	[Signature]	7/12/22	2003 Costero Hermoso	908-224-9454	1	1
Krissy Cappelto	[Signature]	7/13/22	2407 Camino Oleada	949-247-6885	3	3
K Frost	[Signature]	7/19/22	114 Esplanade	949 697 705	3	1

For more information and to stay up to date, visit our website.

[www.calrepublicleadershipacademy.org](http://www.calrepublicleadershipacademy.org)





**Signature Page for Parents**

We the undersigned believe that the attached Charter for the creation of the California Republic Leadership Academy Capistrano (the "Charter School") merits consideration and hereby petition the governing board of the Capistrano Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

By the Lead Petitioner:

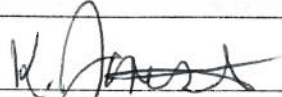


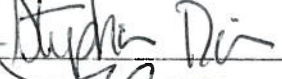


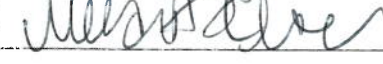
KEVIN PRATT  
Name

  
Signature

7/18/2022  
Date

The petitioners recognize Kevin Pratt and Gary Davis as the Lead Petitioners and hereby authorize the Lead Petitioners to negotiate any amendments to the attached charter necessary to secure approval by the Capistrano Unified School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-8 in 2023-24	Number of children entering grade TK-8 after 2023-24
Kiara Jones		7/18/22	1701 N. Oia Vista San Clemente, CA 92673	949-910-9226	2	3
Demimone Sorren		7/18/22	120 Avenida Suen San Clemente CA 92672	971-684-0717	1	1
Tina Moran		7/18/22	56 Corte Vidriosa San Clemente, CA 92673	949-302-3117	0	0
Stephanie Davies		7/18/22	23832 Pebble Beach Pl. Laguna Niguel CA 92677	949-309-0746	0	0
Molly Rogers		7/18/22	1403 Ave. Tranquila San Clemente CA 92672	858-855-5913	3	3
Nichole Bruce		7/20/22	65 Avenida Merida San Clemente CA 92673	949-310-9113	1	1
Melanie Clarke		7/20/22	25541 Indian Hill Ln Unit 11, Laguna Hills 92653	949-292-1724	0	0

For more information and to stay up to date, visit our website.

[www.calrepublicleadershipacademy.org](http://www.calrepublicleadershipacademy.org)



**Signature Page for Parents**

We the undersigned believe that the attached Charter for the creation of the California Republic Leadership Academy Capistrano (the "Charter School") merits consideration and hereby petition the governing board of the Capistrano Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

**By the Lead Petitioner:**

KEVIN PRATT  
Name

[Signature]  
Signature

7/17/2022  
Date

The petitioners recognize Kevin Pratt and Gary Davis as the ~~Lead~~ Petitioners and hereby authorize the Lead Petitioners to negotiate any amendments to the attached charter necessary to secure approval by the Capistrano Unified School District governing board.

**By the Petitioners:**

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-8 in 2023-24	Number of children entering grade TK-8 after 2023-24
MAUREEN GASPARD	[Signature]	7/17/22	606 FIGUERDA SAN CLEMENTE, CA 92067	(949) 547-7656	1	0
JASON ZEROU	[Signature]	7/17/22	606 FIGUEROA SC 92672	(858) 925-3646	0	0
KRISTIN DANIEL	[Signature]	7-18-22	3011 Calle Frontera San Clemente, 92673	949- 606-2044	1	0
Christina Antz	[Signature]	7.18.22	229 W El Portal SC 92672	949 439- 7204	0	1
Kiley Dileo	[Signature]	7/18/22	1000 Pomador, SC 92673	949-291-169	1	1
Wah Morgan	[Signature]	7/18/22	229 El Portal SC 1st A	949-315- 0331	1	1
Debrah Fonseca	[Signature]	7/18/22	2917 ARROYO San Clement, CA 92622	949 370 6885	0	0

For more information and to stay up to date, visit our website.

[www.calrepublicleadershipacademy.org](http://www.calrepublicleadershipacademy.org)



**Signature Page for Parents**

We the undersigned believe that the attached Charter for the creation of the California Republic Leadership Academy Capistrano (the “Charter School”) merits consideration and hereby petition the governing board of the Capistrano Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School’s charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

**By the Lead Petitioner:**

KEVIN PRATT  
Name

[Signature]  
Signature

7/14/2022  
Date

The petitioners recognize Kevin Pratt and Gary Davis as the Lead Petitioners and hereby authorize the Lead Petitioners to negotiate any amendments to the attached charter necessary to secure approval by the Capistrano Unified School District governing board.

**By the Petitioners:**

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-8 in 2023-24	Number of children entering grade TK-8 after 2023-24
ELISA HARVEY	[Signature]	7/14/22	BUNFORD ST	9498740075	1	1
Ben Hayes	[Signature]	7/14/22	12 Calliandro	8015094497	1	
Jane Flake						
Callie Hayes	Callie Hayes	7/15/22	12 Calliandro St	8013199834	1	
Brooke Flake	[Signature]	7/15/22	11 bryant ct	530-510-2100	1	1
Darcy Ure	[Signature]	7/17/22	3 san Jose st.	601-645-5372	2	2
Elissa Bruce	[Signature]	7/17/22	21 Via Timon, SC	(949)412-5175	3	1

For more information and to stay up to date, visit our website.

[www.calrepublicleadershinacademy.org](http://www.calrepublicleadershinacademy.org)



## Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the California Republic Leadership Academy Capistrano (the "Charter School") merits consideration and hereby petition the governing board of the Capistrano Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

### By the Lead Petitioner:

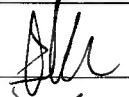



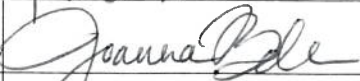

KEVIN PRATT  
Name

  
Signature

6/24/2022  
Date

The petitioners recognize Kevin Pratt and Gary Davis as the Lead Petitioners and hereby authorize the Lead Petitioners to negotiate any amendments to the attached charter necessary to secure approval by the Capistrano Unified School District governing board.

### By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-8 in 2023-24	Number of children entering grade TK-8 after 2023-24
AILEEN JOHNSON		6-24-22	25741 Knobby PINE RD	9496907990	3	4
Tara Rubalcava		6/24/22	2540 Calle Jade SC CA 92673	9493151693	<del>1</del> 3	3
Alex Darling		6-25-22	2427 Camino Corso Rto	949-702-0879	5	4
Nicole Marino		7-1-22	5011 Camino Escollo, SC 92673	760-716-0498	2	2
Joanna Baker		7/1/22	2001 Via Teja SC, CA 92673	805-231-6441	3	3
Zan Pratt		7/13/22	2002 Via Agustin SC 92673	254-368-8820	4	3

For more information and to stay up to date, visit our website.

[www.calrepublicleadershinacademy.org](http://www.calrepublicleadershinacademy.org)



## Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the California Republic Leadership Academy Capistrano (the "Charter School") merits consideration and hereby petition the governing board of the Capistrano Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

### By the Lead Petitioner:

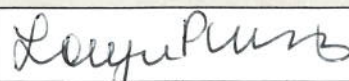

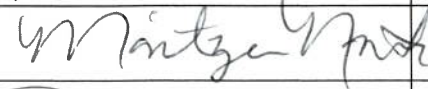
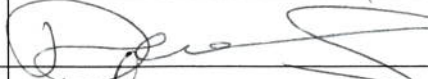

KEVIN PRATT  
Name

  
Signature

7/1/2022  
Date

The petitioners recognize Kevin Pratt and Gary Davis as the Lead Petitioners and hereby authorize the Lead Petitioners to negotiate any amendments to the attached charter necessary to secure approval by the Capistrano Unified School District governing board.

### By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-8 in 2023-24	Number of children entering grade TK-8 after 2023-24
Loryn Purvis		7/1	117 Fleurance Street	949-322 0008	2	
Michelle Bai		7/14	42 Skywood St	949 293 4602	1	
Mantza Navarrete		7/14	32536 Racquet Clubway	760-419 4248	1	
DANIELLE STROHM		7/14	352A PEGAN DR	757 971 3917	3	
Lauren Crawley		7/14	32952 Calle del Sol Tesoro	949 204 7034	2	1

For more information and to stay up to date, visit our website.

[www.calrepublicleadershipacademy.org](http://www.calrepublicleadershipacademy.org)



**Signature Page for Parents**

We the undersigned believe that the attached Charter for the creation of the California Republic Leadership Academy Capistrano (the "Charter School") merits consideration and hereby petition the governing board of the Capistrano Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

**By the Lead Petitioner:**

KEVIN PRATT  
Name

[Signature]  
Signature

7/12/2022  
Date

The petitioners recognize Kevin Pratt and Gary Davis as the Lead Petitioners and hereby authorize the Lead Petitioners to negotiate any amendments to the attached charter necessary to secure approval by the Capistrano Unified School District governing board.

**By the Petitioners:**

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-8 in 2023-24	Number of children entering grade TK-8 after 2023-24
ARAYSIANO	[Signature]	7/12/22	716 Terrace	818 652-6592	3	3
Carolyn Rodriguez	[Signature]	7/12/22	21 Sandy Pond Rd	808 721-1679	3	3
Lindsey Cusack	[Signature]	7/12/22	939 Rob Lindo	480 209-7371	4	4
Christine Silva	[Signature]	7/12/22	35252 Vista de Toluca	310 600-5274	1	1

For more information and to stay up to date, visit our website.

[www.calrepublicleadershipacademy.org](http://www.calrepublicleadershipacademy.org)




## Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the California Republic Leadership Academy Capistrano (the "Charter School") merits consideration and hereby petition the governing board of the Capistrano Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

### By the Lead Petitioner:


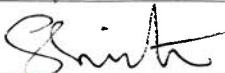

KEVIN PRATT  
Name

  
Signature

6/29/2022  
Date

The petitioners recognize Kevin Pratt and Gary Davis as the Lead Petitioners and hereby authorize the Lead Petitioners to negotiate any amendments to the attached charter necessary to secure approval by the Capistrano Unified School District governing board.

### By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-8 in 2023-24	Number of children entering grade TK-8 after 2023-24
ALIA STEELE		6/29/22	2313 VIA ZAFIRO SAN CLEMENTE, CA 92673	(949) 246-2035	3	3
Raquel Crea	Raquel Crea	7-5-22	731 Avenida Azar San Clemente, CA	413-222- 8382	1	1
STEFFI SMITH		7/13/22	2016 VIA AGUILA SAN CLEMENTE, CA	203-213 0572	1	3
Catherine Pingham		7/16/22	729 Avenida Azar San Clemente, CA 92673	846 28 0134	1	1

For more information and to stay up to date, visit our website.

[www.calrepublicleadershipacademy.org](http://www.calrepublicleadershipacademy.org)







**Signature Page for Parents**

We the undersigned believe that the attached Charter for the creation of the California Republic Leadership Academy Capistrano (the “Charter School”) merits consideration and hereby petition the governing board of the Capistrano Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School’s charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

**By the Lead Petitioner:**

KEVIN PRATT  
Name

[Signature]  
Signature

7/13/2022  
Date

The petitioners recognize Kevin Pratt and Gary Davis as the Lead Petitioners and hereby authorize the Lead Petitioners to negotiate any amendments to the attached charter necessary to secure approval by the Capistrano Unified School District governing board.

**By the Petitioners:**

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-8 in 2023-24	Number of children entering grade TK-8 after 2023-24
Katie Gresko	[Signature]	7/13/22	1 Allbrook Ct, Ladera	949-218-7275	4	3
Bridget Redder	[Signature]	7/17/22	3 Barnstable Way Ladera Ranch	313-623-4524	4	3

For more information and to stay up to date, visit our website.

[www.calrepublicleadershipacademy.org](http://www.calrepublicleadershipacademy.org)



**Signature Page for Parents**

We the undersigned believe that the attached Charter for the creation of the California Republic Leadership Academy Capistrano (the “Charter School”) merits consideration and hereby petition the governing board of the Capistrano Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School’s charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

**By the Lead Petitioner:**


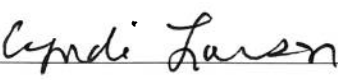
KEVIN PRATT  
Name

  
Signature

7/6/2022  
Date

The petitioners recognize Kevin Pratt and Gary Davis as the Lead Petitioners and hereby authorize the Lead Petitioners to negotiate any amendments to the attached charter necessary to secure approval by the Capistrano Unified School District governing board.

**By the Petitioners:**

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-8 in 2023-24	Number of children entering grade TK-8 after 2023-24
ERIC NEVILLE		07/06/22	624 CALLE ENBOCADURA SC, CA 92673	702- 283-6385	2	
Cyndi Larson		7/6/22	2164 Via TeCa San Clemente, CA 92673	949-633 4713	1	1

For more information and to stay up to date, visit our website.

[www.calrepublicleadershipacademy.org](http://www.calrepublicleadershipacademy.org)





**Signature Page for Parents**

**We the undersigned** believe that the attached Charter for the creation of the California Republic Leadership Academy Capistrano (the “Charter School”) merits consideration and hereby petition the governing board of the Capistrano Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School’s charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

**By the Lead Petitioner:**


KEVIN PRATT  
Name

  
Signature

7/19/2022  
Date

The petitioners recognize Kevin Pratt and Gary Davis as the Lead Petitioners and hereby authorize the Lead Petitioners to negotiate any amendments to the attached charter necessary to secure approval by the Capistrano Unified School District governing board.

**By the Petitioners:**

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-8 in 2023-24	Number of children entering grade TK-8 after 2023-24
Robert Mitchell Crowley		7/19/2022	2 Sanborn Arletta, CA	310 482 8553	3	3

For more information and to stay up to date, visit our website.

[www.calrepublicleadershipacademy.org](http://www.calrepublicleadershipacademy.org)



**Signature Page for Parents**

**We the undersigned** believe that the attached Charter for the creation of the California Republic Leadership Academy Capistrano (the “Charter School”) merits consideration and hereby petition the governing board of the Capistrano Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School’s charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

**By the Lead Petitioner:**

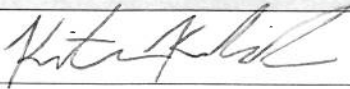
KEVIN PRATT  
Name

  
Signature

7/20/2022  
Date

The petitioners recognize Kevin Pratt and Gary Davis as the Lead Petitioners and hereby authorize the Lead Petitioners to negotiate any amendments to the attached charter necessary to secure approval by the Capistrano Unified School District governing board.

**By the Petitioners:**

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-8 in 2023-24	Number of children entering grade TK-8 after 2023-24
Kristen Kendrick		7-20-22	62 Via Almeria <sup>San Clemente, CA 92673</sup>	(682) 217-7185	2	

For more information and to stay up to date, visit our website.

[www.calrepublicleadershipacademy.org](http://www.calrepublicleadershipacademy.org)



**Signature Page for Parents**

**We the undersigned** believe that the attached Charter for the creation of the California Republic Leadership Academy Capistrano (the “Charter School”) merits consideration and hereby petition the governing board of the Capistrano Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School’s charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

**By the Lead Petitioner:**

KEVIN PRATT  
Name

[Signature]  
Signature

7/19/2022  
Date

The petitioners recognize Kevin Pratt and Gary Davis as the Lead Petitioners and hereby authorize the Lead Petitioners to negotiate any amendments to the attached charter necessary to secure approval by the Capistrano Unified School District governing board.

**By the Petitioners:**

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-8 in 2023-24	Number of children entering grade TK-8 after 2023-24
DAVID COLLIER	[Signature]	7/19/22	5 SANTA SOPHIA <sup>RSM CA</sup> 92688	714-742-2666	3	0

For more information and to stay up to date, visit our website.

[www.calrepublicleadershipacademy.org](http://www.calrepublicleadershipacademy.org)



**Signature Page for Parents**

We the undersigned believe that the attached Charter for the creation of the California Republic Leadership Academy Capistrano (the “Charter School”) merits consideration and hereby petition the governing board of the Capistrano Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School’s charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

**By the Lead Petitioner:**

KEVIN PRATT

7/20/2022

Name

Signature

Date

The petitioners recognize Kevin Pratt and Gary Davis as the Lead Petitioners and hereby authorize the Lead Petitioners to negotiate any amendments to the attached charter necessary to secure approval by the Capistrano Unified School District governing board.

**By the Petitioners:**

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-8 in 2023-24	Number of children entering grade TK-8 after 2023-24
Maddy Fumestek		7/20/22	207 Ave. Victoria SC, CA 92672	944-412-6825	0	1

For more information and to stay up to date, visit our website.

[www.calrepublicleadershipacademy.org](http://www.calrepublicleadershipacademy.org)



**Signature Page for Parents**

**We the undersigned** believe that the attached Charter for the creation of the California Republic Leadership Academy Capistrano (the “Charter School”) merits consideration and hereby petition the governing board of the Capistrano Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School’s charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

**By the Lead Petitioner:**

Gary Davis



7/21/22

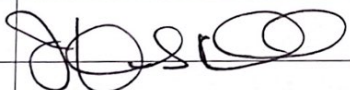
Name

Signature

Date

The petitioners recognize Kevin Pratt and Gary Davis as the Lead Petitioners and hereby authorize the Lead Petitioners to negotiate any amendments to the attached charter necessary to secure approval by the Capistrano Unified School District governing board.

**By the Petitioners:**

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-8 in 2023-24	Number of children entering grade TK-8 after 2023-24
Jennifer Kelsch		7/19/22	18 Via Hearno, <sup>San Clemente (562)</sup> 92673	708-6436	1	1

For more information and to stay up to date, visit our website.

[www.calrepublicleadershipacademy.org](http://www.calrepublicleadershipacademy.org)





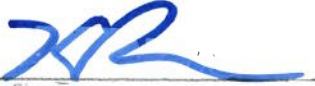
**Signature Page for Parents**

We the undersigned believe that the attached Charter for the creation of the California Republic Leadership Academy Capistrano (the "Charter School") merits consideration and hereby petition the governing board of the Capistrano Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

By the Lead Petitioner:

KEVIN PRATT

Name



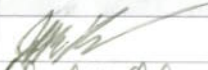




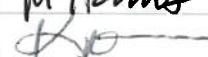

Signature

7/13/22

Date

The petitioners recognize Kevin Pratt and Gary Davis as the Lead Petitioners and hereby authorize the Lead Petitioners to negotiate any amendments to the attached charter necessary to secure approval by the Capistrano Unified School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-8 in 2023-24	Number of children entering grade TK-8 after 2023-24
Jeff Bean		7/12	27 Calle Progreso San Clemente, CA 92673	949-412-2102	3	3
Chelsea Allen		7/12/22	2825 Riachuelo San Clemente, CA 92673	949-291-9042	3	3
Christina Wilson		7/12/22	4110 Costello San Clemente, CA 92673	949-564-4151	4	3
Beth Peterson		7/12	2602 Via Salmon San Clemente, CA 92673	949-564-4151	3	3
Lindsey Pike		7/12	1418 Via Pimpollo San Clemente, CA 92673	949-22-72	4	4
Megan Harris		7/13	2823 Riachuelo San Clemente, CA 92673	949-497-9578	1	1
Katie Hong		7/13	2122 West Lane San Clemente, CA 92673	949-577-6932	3	3

For more information and to stay up to date, visit our website:  
www.calrepulcleadershipacademy.org



# CERTIFICATION OF COMPLETE CHARTER PETITION

## *Education Code Section 47605(b)*

A charter petition is deemed received by the governing board of the school district on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. The following certification is submitted in compliance with Education Code Section 47605(b).

No later than sixty (60) days after receiving a petition, the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within ninety (90) days of receipt of the petition, provided, however, that the date may be extended by an additional thirty (30) days if both parties agree to the extension.

- Date of submission: August 1, 2022
- Deadline for public hearing: September 30, 2022
- Deadline for granting or denying the charter petition: October 30, 2022

### **Certification**

By signing below, I certify as follows:

1. That I am the authorized representative, and that I am competent and qualified to certify to the facts herein;
2. That, as authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for purposes of Education Code Section 47605(b) only; and
4. That I deem the charter petition to be complete.

Name: Gary Davis, Lead Petitioner

Signature: 

Date: August 1, 2022

School Name: California Republic Leadership Academy Capistrano